

## LONG TERM PLANNING Reception, Year 1 & Year 2

			Year R			
Topic Title	Autumn 1 Owl Babies	Autumn 2 The Jolly Postman	Spring 1 The Pirate Cruncher (Ocean & Titanic book)	Spring 2 Handa's Surprise	Summer 1 The Bad Tempered Ladybird	Summer 2 3 Billy Goats Gruff & Jack and the Beanstalk KOW
Communication and Language	Maintains attention. Concentrates and sits quietly. Is able to follow directions. Links statements and sticks to a main theme.	Joins in repeated refrains. Is able to follow directions. Use language to imagine and recreate roles and experiences .	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves clearly, effectively showing awareness of listeners needs.	Listening to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions. Answering 'how' and 'why' questions. Use talk to organise, sequence and clarify thinking.	Give attention to what others say, respond appropriately while engaged in another activity. Extends vocabulary by grouping and naming.	Use talk to organise, sequence and clarify thinking. Express themselves clearly, effectively showing awareness of listeners needs.
Physical Development	To sit still appropriately during carpet.  Draw lines and circles using gross motor. Anti clockwise movement.  To be able to use scissors to snip.  Catch a large ball.	Holds pencils in tripod grip. Begins to form recognise letters. To jump off an object and land appropriately. To hop.	To experiment with different ways of moving. To use simple tools for effect.	Holds pencil effectively to form recognisable letters. To use simple tools for effect.	Holds pencil effectively to form recognisable letters. To use simple tools for effect.	Holds pencil effectively to form recognisable letters. To use simple tools for effect.
Personal, Social & Emotional Development	New beginnings Getting to know each other. The school and class rules. Aware of own feelings and know that some actions and words can hurt others feelings. Adapt behaviour to different event. Aware of boundaries set.	Getting on/ Falling out Bullying Cooperation. Making and sustaining friends To talk to others about wants and needs.	Going for Goals!  Over coming obstacles to success.  Can describe self in positive terms and talk about abilities.	Good to be me Feeling proud. Standing up for myself. To be able to negotiate conflicts and come up with solutions.	Relationships Agreeing and disagreeing. To be able to negotiate and solve problems without aggression.	Changes Transition and change.  To adjust their behaviour to different situations and take changes to the routine in their stride.
Literacy	Gives meaning to marks. Hear and say the initial sounds. Holds a book the correct way. Knows print carries reading. speech bubbles) Use vocabulary and forms of	To continue a rhyming string. Hear and say the initial sounds. To oral blend and segment simple cvc words. Links letters to sounds. Uses some letters to	Read simple words. To read some tricky words. To recognise alliteration. To write labels and captions. Attempts to write short	Read and understand simple sentences. Use phonic knowledge to decode regular words. Read some common irregular words.	Read and understand simple sentences. Use phonic knowledge to decode regular words. Read some common irregular words.	Read and understand simple sentences. Use phonic knowledge to decode regular words. Read some common irregular words. Use phonic knowledge to write

	speech influenced by books.	communicate meaning.	sentences.	To know information and be	Use phonic knowledge to write	words and irregular common
		To write labels and captions. Begin to read words and simple sentences. (Lists)	To know information can be retrieved from books and computers. Use vocabulary and forms of speech influenced by books.	To know information can be retrieved from books and computers. Use vocabulary and forms of speech influenced by books.	words and irregular common words.  To write short sentences that can be read by themselves and others.	words. To write short sentences that can be read by themselves and others. Use vocabulary and forms of speech influenced by books.
		Use vocabulary and forms of speech influenced by books.	,	,	Use vocabulary and forms of speech influenced by books.	,
Mathematics	Pattern (colour, shape, objects) Talk about and explain patterns. Say number names in order. (20+) Count up to 10 objects. Count actions and things which can not be touched. Estimate a number of objects. To represent amounts in own way. To count from a larger groups. To recognise numerals 1—5 To say 1 more/less 1-5	2d Shape Order objects by size. To describe position and direction. To understand the concept of addition. To understand the concept of subtraction. To represent amounts in own way. To understand the vocabulary of money. Sort coins. Recognise numerals 1– 10 To order numbers to 10.	Use language more/less greater/smaller to compare two numbers. (cardinal) Adding/ subtracting To represent amounts in own way. 3d Shape Understand the concept of 0 Counting in 2's Length Recognise numerals 1– 15 To order numbers to 15 To say 1 more/less 1-15	Adding/ subtracting problems. To represent amounts in own way. Comparing and ordering number. Say number which lie between. Shape (names and property) Order a set of given number. Pattern. Counting in 2's & 10's Recognise numerals 1– 20 To order numbers to 20 To say 1 more/less 1-20	Adding/ subtracting problems. To represent amounts in own way. Comparing and ordering number. Say number which lie between. To begin to know number pairs to 10. Order a set of given number. Counting in 2's, 5's & 10's Weight - order and compare Recognise numerals 1– 20 To order numbers to 20	Adding/ subtracting problems. To represent amounts in own way. Comparing and ordering number. Say number which lie between. To begin to know number pairs to 10. Order a set of given number. Counting in 2's, 5's & 10's Length - order and compare Recognise numerals 1– 20 To order numbers to 20 To say 1 more/less 1-20
Understanding the World	Features of a bird. To make observations of animals. To talk about changes. To remember and talk about significant events in their own experience.	To say 1 more/less 1-10  To some creatures do not exist. (dragons)  Shows care and concern for living things and the environment.  To talk about different environments and how they might differ.	To know the features of boats. To know that some objects float and sink. To begin know the key parts of the Titanic story. To talk about different environments and how they might differ. To talk about changes. (ice)	To talk about different environments and how they might differ. To talk about the similarities and differences in relation to friends and family. To know other children do not always share the same experiences.	To say 1 more/less 1-20  To know features of mini beasts.  Can talk about some to the things they have observed e.g. plants, animals and objects.  To talk about different environments and how they might differ.  Recognise and describe special times and events	To make observation of plants. To talk about growth, decay and changes. Can talk about some to the things they have observed e.g. plants, animals and objects.
Computing	Exploring ICT in the classroom environment. Using toys with remote controls, buttons and switches.	Exploring the interactive white board- using pen function and moving images.	Name writing- finding/typing letters on a keyboard. Continuation of engaging with ICT in the classroom, using toys with increased control and skill.	Logging on independently- completing age appropriate games. Clicking on icons.	Exploring different software programmes such as paint, simple city and story maker.	Selecting software and hardware for different purposes. Using toys such as cameras, cd players and Bee-Bots with skill.
Expressive Arts & Design	To form simple images. To add details for effect. Stone owls. Owl images.	Manipulates materials to achieve a planned effect. Clay Diva lamps. Christmas cards Christmas decoration	Explores what happens when they mix colours. Constructs with a purpose in mind. Boats Icy pictures.	To use colour for purpose. Understand that different media can be combined to create new effects. African jewellery. Weaving African shields.	Constructs with a purpose in mind. Manipulates materials to achieve a planned effect. Experiments to create different textures. 3D mini beasts Animal habitats	Understand that different media can be combined to create new effects.  Collages faces.

R.E	·	/hy do we have celebrations? he Christmas Story	Why should we care for the world around us? (Formerly 'What makes our world wonderful?')	What makes a place specified.  The Easter Story	why are stories speci Bible Stories	al? What makes something special?
Music Across All Terms	<ul><li>play tuned and untuned instr</li><li>listen with concentration and</li></ul>	and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances.  uments musically – Xylophones , chime bars, range of percussion instruments.  understanding to a range of high-quality live and recorded music – recorded music on Charanga.  ct and combine sounds using the interrelated dimensions of music – music technology.				
Music	Human Bodies  Simple Rhymes – Head shoulders knees and toes.  Hands Feet Heart	Christmas songs carols  Charanga  Hurring to Bethlehem	Musitrax 1 - singing, clapping, movement, rhythm games, instrumental games. E.g Trax so- mi	Handa's Surprise – I Go Africa Charanga songs. Sanibonani – African Songs	Musitrax 2 singing, clapping, movement, rhythm games, instrumental games. E.g Trax Pentatonic	Famous Composers 1930-1960  Vaughn Williams  Prokiev

			Year	1		
Topic Title	Autumn 1 Busy Bodies Science/DT / ART	Autumn 2 Whizz, bang, pop! Science /History	Spring 1 Commotion in the Ocean(Titanic) Geography	Spring 2 I'll Huff and I'll Puff! Science / History	Summer 1 Bugs and Beasts Science	Summer 2 Backpacks and passports) (uk map work) Geography
ENGLISH	Reading  Match graphemes for all phenead accurately by blending Read words with very comment Read contractions & under Read phonics books aloud Link reading to own experidation Join in with predictable phene Discuss significance of title Make simple predictions  Writing  Name letters of the alphabens Spell very common fexceptens Spell days of the week Use very common prefixes Form lower case letters corent Form capital letters & digits Compose sentences or ally Read own writing to peers Grammar  Leave spaces between worded Begin to use basic punctuangle Use capital letters for propulate Common plural & verbuse Speaking & Listening Listen & respond appropriangle Ask relevant questions Maintain attention & partices.	g sounds mon suffixes rstand purpose ences rases & events  et tion' words & suffixes rectly s before writing or teachers  ds tion: . ? ! er nouns. s suffixes	Fiction book –rhythmic fiction	Book- 3 Little Pigs –materials	Book -Secret book Children's	Book- Pip at the seaside , Kipper the dog the
	·	Peace at last-lights theme/night time	Commotion in the ocean	Non-fiction –materials	Usborne In the garden Oxford Reading Tree	seaside ,m , Steven the Seagull at the Seaside Seaside poems and raps Postcards Non-fiction –transport
MATHS	Number/Calculation Count to / acros Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one Read & write numbers to 2 Use language, e.g. 'more the Use +, - and = symbols Know number bonds to 20	ne less' 20				

Geometry & Measures     Use common vocabulary fo     Begin to measure length, o     Recognise coins & notes     Use time & ordering vocab     Tell the time to hour/half-l     Use language of days, wee     Recognise & name commo     Order & arrange objects     Describe position & movem     Fractions Recognise & use ½ & ¼	r comparison, e.g. heavier, taller, f apacity, weight ulary nour ks, months & years n 2-d and 3-d shapes nent, including half and quarter tur	full, longest, quickest			
Animals, including humans  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.  Working Scientifically  asking simple questions and recognising that they can be answered in different ways  performing simple tests  using their observations and ideas to suggest answers to questions  gathering and recording data to help in answering questions.	Seasonal changes  2 weeks each term  • observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies  Working Scientifically  • asking simple questions and recognising that they can be answered in different ways  • observing closely, using simple equipment  • using their observations and ideas to suggest answers to questions  • gathering and recording data to help in answering questions.	Animals, including humans  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)  Working Scientifically observing closely, using simple equipment  identifying and classifying	Seasonal changes  2 weeks each term  • observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies  Everyday Material • Distinguish between an object and the material from which it is made  • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  • Describe the simple physical properties of a variety of everyday materials  • Compare and group together a variety of everyday materials  • Compare in group together a variety of everyday materials on the basis of their simple physical properties  (Hard/soft; stretchy/stiff; shiny/dull; rough/smooth;	Plants  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.  (Including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, and stem).  Working Scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple	Plants continued  Seasonal changes 2 weeks each term  observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies  Working Scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment identifying and classifying

Yr 1	Autumn 1 Busy Bodies Science/DT / ART	Autumn 2  Whizz, bang, pop!  Science / Geography	Spring 1 Commotion in the Ocean(Titanic) Geography	Spring 2 I'll Huff and I'll Puff! Science / History	Summer 1 Bugs and Beasts Science	Summer 2 Backpacks and passports) (uk map work) Geography
				bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Study a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.)  Working Scientifically  observing closely, using simple equipment  performing simple tests  identifying and classifying gathering and recording data to help in answering questions.	equipment  performing simple tests  identifying and classifying	

CEOCDAR!!!	8t21/0 6	Day Auto to Maritim	
GEOGRAPHY	Physical/Human Geogr	a- Day trip to Woking	Name, locate and identify char-
	<u>phy</u>	Skills and Fieldwork	acteristics of the four countries
	Identify seasonal		and capital cities of the United
	patterns in the	Use simple compass	Kingdom and its surrounding
	United Kingdom	directions (North,	seas
	and the location	South, East and	Study Godalming/Study of school
	hot and cold area	West) and locational	Study Godammig/Study of School
	of the world in re	and directional lan-	Skills and Fieldwork
	lation to the Equa	guage [for eyamnle	Use aerial photographs and plan
	tor and the North	near and far: left and	
	and South Poles-	right), to describe the	perspectives to recognise land- marks and basic human and
	2 <sup>nd</sup> half term whe	location of foatures	
	2 weeks on sea-	and routes on a map	physical features; devise a sim-
	sons.	Use basic geograph-	ple map; and use and construct basic symbols in a key
	50115.	ical vocabulary to re-	basic symbols in a key
	Skills and Fieldwork		Use simple fieldwork and obser-
	. He would reco	fer to: key physical	vational skills to study the geog-
	Use world map:		raphy of the school and its
	atlases and glob		grounds and the key human and
	to identify the		physical features of its surround-
	United Kingdon		ing environment.
	and its countrie		
	as well as the cou		
	tries, continent	Key human features,	
	and oceans.	including: city, town,	
		village, factory, farm,	
		house, office, port,	
		harbour and shop	
		<u>Locational Knowledge</u>	
		Name and locate the	
		worlds 7 continents and 5	
		oceans C/C Commotion in	
		the Ocean.	
HISTORY	Channel Held II to a second Add		LIST.
	Changes within living memory. Where appropriate, these should be	ised to reveal aspects of change in nation	onal lite

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Significant historical events, people and places in their own locality.

	Busy Bodies	Whizz Bang Pop	COMMOTION IN THE	I'll huff and I'll Puff	SECRET GARDEN	Backpacks and Passports
	Lives of significant individuals in the past who have contributed to national achievements.     Chronology and timeline     Ask and answer questions  Florence Nightingale v modern day  Modern day visitors and re-enactment – ambulance and nurse		Jack Phillips  2 days Titanic school project  • Events beyond living memory that are significant nationally or globally	How houses have changed materials etc      Significant historical events, people and places in their own locality.      Changes within living memory - where appropriate, these should be used to reveal aspects of change in national.		Brooklands visit – transport past and present  Lives of significant individuals in the past who have contributed to national achievements. (differences ,people travel abroad nowadays) explorer old/new=Christopher Columbus v Ranulph Fiennes Aeroplanes =Wright brothers/ Amy Johnson
D&T	Design Design purposeful, functional, appealing Generate, develop, model and communic Make Select from and use a range of tools and select from and use a wide range of mate Evaluate build Explore and evaluate a range of existing personal evaluate their ideas and products against Technical knowledge Structures, exploring how they can be made explore and use mechanisms [for exampled cooking and Nutrition- (Fruit salad)  use basic principles of a healthy and varied diet to prepare dishes, Understand where food comes	eate their ideas through talking, equipment to perform practica erials and components, includin products design criteria ade stronger, stiffer and more s	drawing, templates, mock-ups l tasks [for example, cutting, shage construction materials, textile tables	and, where appropriate, information aping, joining and finishing]		Seaside Moving pictures mechanisms linked to Seaside/past /present
ART & DESIGN Drawing Print making Paint Textiles Sculpture Collage artists	from.  To use a range of materials creatively to or to use drawing, painting and sculpture to to develop a wide range of art and design Skeleton Printing —different parts of the body Straw skeleton art Sketching people  Drawing self-portraits- ,friends, teach-	develop and share their ideas,	ittern, texture, line, shape, form	Easter Art: Symbols of Easter, wool pom poms chicks and bunnies, decorate eggs marbling with ink (share ideas, experiences and imagination) ( develop tech-	Choose from Artists: Monet-Blue Water Lilies Andy Warhol -flowers Van Gogh-Vase with Pink Roses or sunflowers Andy Goldsworthy	Seaside scenes –collage Pictures of the seaside in different media Observational drawings of shells . (explore line, colour, shadow)Water colours, water pictures, seaside repeating patterns, pattern, line & texture

Explore colour, fire and sharp booking at the face, said, must point, but introduce a face of pages materials and and four materials and and		ination)			ture, pattern and	range of plants. (use	Collage pictures of the seaside using a range
## at the fiee, siny, my paints, but robust on a field production in soling colour, each of the production in the style of Piersco (explore colour and line)  **Computing Colour resources**  **Colour resources**  **Colo		l '				, ,	
Continue and object techniques in using colour, line and object techniques in using colour. (Making linis to filed own own protections (Making linis to filed own own). Self-protection in the style of Picasso (explore colour and line)		at the face, skin, mix paints, hair colour				share ideas and imagina-	
Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits, (Making links to their own work).  Antitic Priesso, portraits (Making links).  Antitic Priesso, portraits, (Pollinks) and their own work.  Antitic Priesso, portraits (Pollinks) and their pollinks (Pollinks).  Antitic Priesson overly half term.  Use closed recomment of the programs and the programs are excute by following precise and unambiguous instructions or online technology purpose duly to create, against the programs and the programs about content or content on the internet or other online technology.  Becomes and antipolity of their polymore.  Antitic Priesson overly half term.  Antitic Priesson overly half term.  Devices at home and actual the programs and antipolity of their polymore.  Antitic Priesson overly half term.  Devices a hown and actual the programs and a lagorithms are the programs and antipolity of the level		e.c.t				tion)	oreatively to acoign and make products,
Antite Program contracts, Making links After Program contracts with clay, using natural resources from their imaginary healthst, fuse city very make producing lines and producing libes explained to develop their imaginary healthst, fuse city very make programs. Use following process and unambiguous instructions create and debug simple programs. Use following programs control by following process and unambiguous instructions create and debug simple programs. Use following programs control by following process and unambiguous instructions create and debug simple programs. Use following process and unambiguous instructions create and debug simple programs. Use following process and unambiguous instructions create and debug simple programs. Use following process and unambiguous instructions create and debug simple programs. Use following process and unambiguous instructions create and debug simple programs. Use following process and unambiguous instructions create and debug simple programs. Use feather of the programs of information technology beyond school.  **Becipios common uses of IT beyond school.**  **Becipios school.**  **Becipios common uses of IT beyond school.**  **Becipios source treats and school.**  **Becipios common uses of IT beyond		(develop techniques in using colour,				Leaf and petal prints.	Create seaside nictures using wool and
Artist Pleases portraits, (Making links to their own work) of Pleases to their own work of Pleases (replice tutor and line)  COMPUTING  COMPUTING  COMPUTING  One online safety lisson every half term Understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug gimple programs.  Use technology purposefully to create, organize, sfore, manipulate and refereve digital content recognise common uses of information technology beyond should  Use technology purposefully to create, organize, sfore, manipulate and refereve digital content recognise common uses of information frechnology beyond should  Use technology purposefully to create, organize, sfore, manipulate and refereve digital content recognise common uses of information frechnology beyond should  Use technology purposefully to create, organize, sfore, manipulate and refereve digital content.  Perception common uses of it beyond should  Use technology purposefully to create, organize, sfore, manipulate and refereve digital content.  Upon the the valve of the technology purposefully to create, organize, sfore, manipulate and refereve digital content.  Devices a home and school  Use technology purposefully to create, organize, store, manipulate and refereve digital content.  Revisit smart rules for online sofety  Perception to follow content or content or the programs execute by following precise and unambiguous instructions:  Use technology purposefully to create, organize, store, manipulate and refereve digital content.  Perception common uses of it beyond  should be be be stored to the soft and the store of the special store the soft and the store of the special store the soft and the store of the special store the soft and the store of the special store							
Solipture create minibasts with clay, using natural resources from their imaginary habitat, (use city created with clay to design and make products) [Use solipture created and debug simple programs. Use lepting purposefully to respect the behaviour of simple programs and that programs execute by following precise and unambiguous instructions: create and debug simple programs. Use lepting purposefully to respect the behaviour of simple programs and that programs execute by following precise and unambiguous instructions: create and debug simple programs. Use feel to greate, organize, store, manipulate and entrieve digital content recognise common uses of information technology beyond school.  Use lepting 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 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 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 technology beyond school  Use technology safely and respectfully, keeping personal information private; identify to creb, proposed by the under the school or simple programs.  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 ordinate technology purposefully to create, supposed by the contact of the private ordinate school or simple programs.  Use technology safely and respectfully, keeping personal information private; identify to creb, proposed by the contact or simple programs.  Revisit smort rules for online softy.  Revisit smort rules for						_	weaving, colour and texture
COMPUTING   Commine safety lesson every half term   Computer the plant of the policy of the policy of the plant of the policy of the plant of the policy of		· · · · · · · · · · · · · · · · · · ·				,	
COMPUTING  One online safety lesson every half term Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs Use technology proposituly to create, organises, store, manipulates and retrieve digital content recognise common uses of information between they have concerns about content or contact on the internet or other online technology long precise and unambiguous instructions create and debug simple programs Use technology proposituly to create, organises, store, manipulates and retrieve digital content recognise common uses of information section longly 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 technology beyond school Use technology proposituly to create, organise, store, manipulates and retrieve digital content recognise common uses of information section longly 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 technology purposefully to create, organise, store, manipulate & retrieve digital content.  **Revisit smart rules for online** safety**  **Revisit smart ru						-	
COMPUTING  One online safety lesson every half term Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs.  See technology purposefulty for cereat, organises, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Use technology antipoya proposefulty for cereat, organises, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Use technology antipoya druspectfully, 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 technology approaches the programs of the program		(explore colour and line)				**	
COMPUTING One online safety lesson every half term Understand what algorithms are; how they are implemented as 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 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 IT beyond Recognise common uses of IT beyond School, Service and school Personal sc							
COMPUTING  One online safety lesson every half term Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs  Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school  Use technology approsefully for create, organise, store, manipulate and retrieve digital content recognise common uses of information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology beyond school  Use technology approsefully to create, organise, store, manipulate and retrieve digital content.  Devices on home and school  Perices of home and school  Perices of home and school  Perices of nomine sofety  Period to the behaviour of simple programs  Updestand what algorithms are; how they are implemented as programs and digital devices; and that organise common uses of information technology beyond school  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Period to the behaviour of simple programs and intended and support when they have concerns about content or contact on the internet or other online technology beyond school  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Period to the behaviour of simple programs and digital devices; and that understand what algorithms are; how they are implemented as programs on digital devices; and that understand what algorithms are; how they are implemented as programs on digital devices; and that understand what algorithms are; how they are implemented as a programs on digital devices; and that understand what algorithms are; how they are implemented as a programs on digital devices; and that understand what algorithms are; how they are implemented as a programs on digital devices; a							
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COMPUTING  One online safety lesson every half tem  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs  Use technology purposefully to create, organise, sortor, manipulate and retrieve digital content recognise common uses of information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology less.  Recognise common uses of iT beyond school  Use technology alley 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 technology less of the production of the pro							
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fruit and vegetables'	3. Problem-solving		•that medicines affect the	rest are important in a	for one another	ask for help
	4. Looking after each	Making friends	body	healthy lifestyle		460.4
Science Sc2 Life	other	2. Falling out with a	•how medicines can be	*h-+ *h	1. Asking for help	KSDA -
processes and living	5. Happy playtimes	friend	harmful if not used properly	that they can make choices	2. Feeling loved and	that rules are important for keeping safe
things	6. Making choices	Managing anger     Anti-bullying	•about people who can give different types of medicine	to keep themselves healthy	cared for	about different rules for
	RSE -That there are special	5. Hazards in the	•how to identify and	1. Our likes and	3. Managing	different places, eg keeping
2b that humans and	people in our lives	home and fire safety	describe	dislikes	uncomfortable	safe in the classroom,
other animals need	people in our lives	6. Road safety	feelings associated with	2. Feeling proud	feelings – proud and	playground and at home
food and water to	PSHE -about what activities make	o. Rodd Safety	being	3. Being special	jealous	•how to identify people who
stay alive	up a healthy day and use	Core theme 2:	unwell or injured	4. Recognising	4. Thoughts, feelings	can help keep them safe
stay unve	this information to reflect	Relationships	•About rules that apply to	worries	and behaviour	•that actions have
2c that taking	on their own lifestyle	In Key Stages 1 and 2,	Medicine	5. Staying calm and	5. Dealing with	consequences
exercise and eating	•	pupils should be taught:	that medicines can be	relaxed	worries	•how to discuss and negotiate
•	In Key Stages 1 and 2 pupils should	how to develop and	harmful	6. Standing up for		an agreement with others
the right types and	focus on 'economic wellbeing and	maintain a variety of	if not used properly	Myself	6. Supporting each	
amounts of food	being a responsible citizen' and be	healthy relationships	<ul> <li>ways to stay safe around</li> </ul>		other.	1. SRE: keeping
help	taught: about respect for the self and	within a range of	medicines	Core theme 1: Health and		clean
	others and the importance of	social/cultural contexts		Wellbeing		2. SRE: growing and
humans to keep	responsible behaviours and actions	how to recognise and	1. Listening effectively	In Key Stages 1 and 2, pupils		changing
healthy	about rights and responsibilities as	manage emotions within a	2. Expressing opinions	should be taught: what is meant		3. SRE: families and
	members of families, other groups and	range of relationships how	<ol><li>Knowing right and</li></ol>	by a healthy lifestyle how to		care
Scheme of work	ultimately as citizens about different	to recognise risky or	wrong	maintain physical, mental and		4. Looking after our
units 1a 'Ourselves'	groups and communities to respect equality and to be a productive	negative relationships including all forms of	4. Needs of living things	emotional health and wellbeing how to manage risks to physical		teeth 5. Staying healthy
and 2a 'Health and	member of a diverse community	bullying and abuse how to	5. Developing	and emotional health and		6. Setting a simple
growth'	about the importance of respecting	respond to risky or	responsibility - looking	wellbeing ways of keeping		personal goal.
	and protecting the environment about	negative relationships and	after animals	physically and emotionally safe		personal goal.
PE -4a how	where money comes from, keeping it	ask for help how to	6. Who else looks after	about managing change, such as		
important it is to be	safe and the importance of managing	respect equality and	animals?	puberty, transition and loss how		
active	it effectively how money plays an	diversity in relationships.	ariiriais:	to make informed choices about		
active	important part in people's lives a			health and wellbeing and to		
4b recognise and	basic understanding of enterprise.			recognise sources of help with		
describe how their				this how to respond in an		
				emergency to identify different		
bodies feel during				influences on health and		
different activities				wellbeing		
MUSIC	MUSIC – All Terms			<u> </u>		<u> </u>
		and creatively by singing songs :	and speaking chants and rhymes	- school assemblies and interschool	performances	
			, chime bars, range of percussic		p =	
	* *		= '			
				sic – recorded music on Charanga.		
	<ul> <li>experiment with, create, select</li> </ul>	ct and combine sounds using th	e interrelated dimensions of mu	ısic – music technology.	1	
	Hey You!			Oceans / Seas and Rivers Songs		Songs from the seaside old /present –
	A Hip Hop Song for Children	fizz wizz	a range of songs - Charanga	Charanga	week Unit	
					Charanga	oh I do like to be beside the seaside
	Six-week Unit of Work. All the learning	Christmas songs				
	Six-week Officer work. All the learning	Little Angel Gets Her Wings	In the Groove – Charanga			Reflect Rewind Replay - 6 week unit
	is focused around one song: Hey You!.		Unit			Charanga
	Integrated approach to music where	by Nick Perrin - A Christ-				

	games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	A production for KS1				
PE	Develop balance, agility and coordination, and begin to apply these in a range of activities.	Perform dances using simple movement patterns.	Perform dances using simple movement patterns.  Dance	Master basic movements including running, jumping, throwing and catching.	Master basic movements including running, jumping, throwing and catching.	Participate in team games, developing simple tactics for attacking and defending.  Team games/Sports Day
	Gymnastics Stretching and curling , balancing, sequencing	Dance Feelings and emotions shown through the face and body, respond to a variety of music, Firework and bonfire dances	Move like sea creatures and the ocean, "Under the Sea by Little Mermaid!" perform a sequence to that song up to approx. 1 minute	Games large ball skills , small ball skills	Games/Athletics Obstacle courses and related skills e.g. skipping, dodging, sprinting etc.	Hockey, cricket, and sports day skills

			Year 2 Long term planning	2		
Topic Title	Autumn 1 Island Adventures (Katy Morag & The Light House Keepers Lunch)	Autumn 2 Out of the Ashes (Mary, MaryBaker's Girl))	Spring 1 Icebergs Ahoy! (Polar The Bear & N/F text about Titanic)	Spring 2 Raise the Drawbridge (George and the Dragon)	Summer 1 Wild Things (Where the wild things are)	Summer 2 Wild Things (The Tin Forest) Galapagos Islands
ENGLISH	Reading  Develop phonics until decoding secence Read common suffixes  Read & re-read phonic-appropriate Read common 'exception' words Discuss & express views about fiction Become familiar with & retell storice Ask & answer questions; make precent Begin to make inferences Writing Spell by segmenting into phore Learn to spell common 'exception' exception with the second se	e books  on, non-fiction & poetry es dictions  nemes otion' words etc. & spaces tamina for writing g stence nges after proof-reading	the Book- Polar (the bear who survive Titanic) N/F texts about Titanic Newspaper article about the sinki headlines	Information texts about cas Film: How to train your dra	stles Tin Forest agon Descriptive writing story book	ld Things Are
MATHS	Number/Calculation  Know 2, 5, 10x tables  Begin to use place value (T/U)  Count in 2s, 3s, 5s & 10s  Identify, represent & estimate  Compare / order numbers, in  Write numbers to 100  Know number facts to 20 (+ red)  Use x and ÷ symbols  Recognise commutative proper	e numbers c. <> = elated to 100)		book to dragons or dragon	u anning.	

Geometry & Measures Know and use standard measures  Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds  Identify & sort 2-d & 3-d shapes  Identify 2-d shapes on 3-d surfaces  Order and arrange mathematical objects  Use terminology of position & movement  Fractions  Find and write simple fractions  Understand equivalence of e.g. 2/4 = 1/2  Data  Interpret simple tables & pictograms  Ask & answer comparison questions  Ask & answer questions about totalling							
Topic Title	Autumn 1 Island Adventure (The Lighthouse Keeper's Lunch)	Autumn 2 Out of the Ashes (Mary, MaryBaker's Girl)	Spring 1 Icebergs ahoy! & Titanic (Polar, the bear)	Spring 2 Raise the Drawbridge (George and the Dragon)	Summer 1 Wild Things (Where the Wild Things are and The Tin Forest)	Summer 2 Wild Things SATS (The Greenling)	
SCIENCE	Properties of materials  Children identify and compare 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.  Working scientifically comparing materials and finding out	Everyday Materials continued  Working Scientifically  Identify and classify  Ask simple questions and recognise that they can be answered in different ways  Gather and record data to help answer questions  Observe closely using simple equipment	Animals including humans  Notice that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  (Egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into	Animals including humans continued  Working Scientifically  Identify and classify  Gather and record data to help answer questions  Ask simple questions and recognise that they can be answered in different ways  Use his/her observations and ideas to suggest answers to questions  Observe closely using simple equipment	Explore and compare the differ- ences between things that are liv- ing, dead, and things that have	ture to grow and stay healthy	

toddler, child, teenager, and adult.)

Ask simple questions and

recognise that they can be

answered in different ways

Use his/her observations and

Identify and classify

Working Scientifically

jects can be changed.

Ask simple questions and

recognise that they can be

answered in different ways

Waterproofing

**Working Scientifically** 

food from plants and other ani-

mals, using the idea of a simple

food chain, and identify and name

different sources of food.

• Use simple equipment to

**Working Scientifically** 

	<ul> <li>Use his/her observations and ideas to suggest answers to questions</li> <li>Gather and record data to help answer questions</li> <li>Observe closely using simple equipment</li> <li>Identify and classify</li> </ul>		ideas to suggest answers to questions.  Observe closely using simple equipment		observe closely     Ask simple questions and recognise that they can be answered in different ways     Use his/her observations and ideas to suggest answers to questions     Observe closely using simple equipment	
GEOGRAPHY	Island Adventure (The Lighthouse Keeper's Lunch) Study Isle of Struay -Katie Morag  Skills/fieldwork   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  Human/physical  Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Out of the Ashes (Mary, MaryBaker's Girl)	Icebergs ahoy! & Titanic (Polar, the bear)  Locational geography  Name and locate the world's seven continents and five oceans  Human/physical  Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Spring 2 Raise the Drawbridge (George and the Dragon)	Wild Things (Where the Wild Things are) Studying a contrasting non-European (St. Lucia) country Skills/fieldwork   Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Skills/fieldwork  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  Place knowledge  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	Wild Things (The Tin Forest)

HISTORY	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Titanic									
	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]									
	Significant historical events, people and places in their own locality									
Design Technolgy	Island Adventure	Out of the Ashes Events beyond living memory that are significant nationally or globally Great fire of London Bonfire Night	Icebergs ahoy! Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Titanic  Significant historical events, people and places in their own locality Events of local importance & Significant local people	Raise the Drawbridge Significant historical events, people and places in their own locality Victorian Moss lane Bells school Modern moss Lane 2 Queens – Elizabeth II and Victoria	Wild Things where the wild things are	Wild Things Tin Forest				
	Design		Titanic Jack Phillips							
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Evaluate  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria  Technical knowledge  Build structures, exploring how they can be made stronger, stiffer and more stable									
	Explore and use mechanisms [	for example, levers, sliders, wheels and axl	es], in their products.							
		Tudor house (wood) from paper / boxes and wood framed		Moving wheeled dragon	Understand where food comes from Wild thing bug- using a battery to make it wiggle Tropical fruit smoothie Banana based St Lucia Use the basic principles of a healthy and varied diet to prepare dishes					

ART & DESIGN Drawing		rials creatively to design and make produ							
Print making	<ul> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About 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.</li> </ul>								
Paint									
Textiles									
Sculpture Collage	Island Adventure Contemporary found objects	Out of the Ashes Fire pictures	Icebergs ahoy! Cool and warm colour palettes	Raise the Drawbridge Shield making (PSHE/ Fractions – quadrants)	Wild Things Where the wild things are Land Art – Richard Observational drawing	Wild Things Tin Forest Making art at the allotment Forest art			
artists	sculptures – build own light- house models	Colour mixing warm colours palette Chalks on black paper							
	Printing (Maths – sequencing patterns)	Christmas Cards	Discuss use of colour in paintings of Titanic	Mother's Day binka (arrays in maths)	(science Long etc				
	Seascapes Collages	Prop making for Christmas play	Paint own Titanic picture	Easter Cards – collage using collected papers					
COMPUTING	One e-safety lesson every half understand what algorith	term ims are; how they are implemented as pr	ograms on digital devices; and tha	It programs execute by following pre	cise and unambiguous instruction	ons create and debug simple			
	programs use logical reas	soning to predict the behaviour of simple	programs						
	<ul> <li>use technology purposef</li> </ul>	ully to create, organise, store, manipulate	and retrieve digital content reco	gnise common uses of information to	echnology 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.								
	Revisit smart rules for online safety each half term								
	Understand what algorithms	Understand what algorithms are; how	Use technology purposefully to	Use technology purposefully to	Create and debug simple	Recognise common uses of IT			
	are; how they are	they are implemented as programs on	create, organise, store,	create, organise, store, manipulate	programs	beyond school.			
	implemented as programs	digital devices; and that programs	manipulate & retrieve digital	& retrieve digital content.	Espresso Coding Unit 2b				
	on digital devices; and that	execute by following precise and	content.		Scratch	Devices at home and school			
	programs execute by	unambiguous instructions.		Non-fiction book.					
	following precise and	Co della con	Powerpoint presentation	Art, text and multimedia software		Revisit smart rules for online			
	unambiguous instructions.  Beebots Introduce Scratch	Codeit.org Scratch	Art, text and multimedia software.			safety			
RELIGIOUS EDUCATION	Why did Jesus tell	Christmas 2 – What signs are there in	Why is the Bible an	How do Christians follow Jesus?	Why do Jewish families	What is the Torah and why is it			
	parables?(5-6 hours)	the Christmas story? (2-3 hours)	important book (4-6 hours)	( 5-6 hours )	celebrate Shabbat?(4-6	important to Jews?(2-3 hours)			
		Why do Jewish families celebrate	What is prayer ?(2-3 hours	Factor 2 - Miles in Factor	hours)				
		Hanukkah (2-3 hours)		Easter 2 – Why is Easter important to Christians? (2-3 hours)					
PHSE & SEAL	New Beginnings – SEAL	SEAL Getting on/ Falling out	P.S.H.E- Relationships	Going for Goals!	SEAL -Changes	•About rules that apply to Medicine			
	1. Devising a class	Bullying – RSE about the nature of	RSE - what a family is	PSHE -■ some of the aspects of	KSDA	that medicines can be harmful			
	charter	Friendship	■ that there are different	a healthy lifestyle that leisure	-about the different roles of	if not used properly			
	2. Getting to know each	Making friends	types of families	activities and	medicines and how they are	•ways to stay safe around			
	other 3. Problem-solving	Making friends  2. Falling out with a	how family members care for one another	rest are important in a healthy lifestyle that they can	•that medicines affect the	medicines			
	4. Looking after each	friend	Tor one another	make choices	body	Listening effectively			
	other	3. Managing anger	1. Asking for help	to keep themselves healthy	•how medicines can be	Expressing opinions			
	5. Happy playtimes	4. Anti-bullying	2. Feeling loved and cared	is the partition of the state o	harmful if not used properly				
	6. Making choices	5. Hazards in the	for	PSHE -about what activities	•about people who can give	<ul><li>3. Knowing right and wrong</li><li>4. Needs of living things</li></ul>			
	_	1	1 11/1			VI NEEDIS OF IIVING TRINGS			
		home and fire safety	3. Managing	make up a healthy day and use this information to reflect	different types of medicine	5. Developing responsibility			

	In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught: about respect for the self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people's lives a basic understanding of enterprise.	Core theme 2: Relationships In Key Stages 1 and 2, pupils should be taught: how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships.	uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other. (LINKED TO SCIENCE) In Key Stages 1 and 2, pupils should be taught: what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, such as puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing	1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for Myself  Core theme 1: Health and Wellbeing  Cross curricular link with science	describe feelings associated with being unwell or injured	- looking after animals 6. Who else looks after animals? Changes
MUSIC	play tuned and untu     listen with concentr	ressively and creatively by singing songs and the control of the c	chime bars, range of percussion in-quality live and recorded music	instruments.  – recorded music on Charanga.	Ukulele Course Music resources	
PE	Master basic movements including running, jumping, throwing and catching. Games/Athletics Tennis, badminton racquet/ball	Perform dances using simple movement patterns. Dance fire dance ,fireworks by Katie Perry, performance approx. 3mins , Christmas play	Develop balance, agility and coordination, and begin to apply these in a range of activities.  Gymnastics Travelling, jumping, landing	Develop balance, agility and coordination, and begin to apply these in a range of activities.  Gymnastics Climbing, rolling, sequencing	Participate in team games, of attacking and defending. Team games Sports day (tag rugby) Swim competently, confider distance of at least 25m. Sw	itly and proficiently over a