







Long Term Plan – Key Stage 1 – CYCLE A

	Autumn 1 8 weeks	Autumn 2 6 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 8 weeks
Topic	Great people who changed the world		All Creatures Great and Small		Commotion in the Ocean & Transition	
English	Key Texts:					
	<p>Whole Class English: Fiction: A Cloudy Lesson (Literacy Shed Clip) <i>Written outcome: Non-fiction (instructions)</i></p> <p>Fiction/Political: If I were Prime Minister (Trygve Skaug) <i>Written outcome: Fiction (short structured narrative)</i></p> <p>Year 2 English: Narrative Non-Fiction/Historical Fiction/Cultural: Ada's Violin (Susan Hood) <i>Written outcome: Fiction (diary entry)</i></p> <p>Assessed Write Pieces: <i>Baseline: All About Me Narrative (fiction)</i> <i>November Data Point: Instructions (non-fiction)</i></p>	<p>Whole Class English: Fiction: Handa's Surprise <i>Written outcome: Fiction (blurb)</i></p> <p>Non-Fiction: Animal Riddles Book (National Geographic Kids) <i>Written outcome: Non-fiction (riddle poem)</i></p> <p>Year 2 English: Fiction: Peter Rabbit (Beatrix Potter) <i>Written outcome: Fiction (narrative – character description)</i></p> <p>Fiction: Hodgeheg - World book week focus: (Dick-King Smith) <i>Written outcome: Non-fiction (non-chronological report)</i></p> <p>Assessed Write Pieces: <i>January Data Point: Diary Entry (fiction)</i> <i>March Data Point: Non-chronological report (non-fiction)</i></p>	<p>Whole Class English: Fiction: Alliteration Poem <i>Written outcome: Fiction (alliterative poem)</i></p> <p>Non-Fiction: Save the Whale (Read, Write Inc.) <i>Written outcome: Non-fiction (leaflet)</i></p> <p>Year 2 English: Fiction: The Storm Whale (Benji Davies) <i>Written outcome: Fiction (narrative – retell)</i></p> <p>Fiction: Lost and Found (Oliver Jeffers) <i>Written outcome: Fiction (poster)</i></p> <p>Assessed Write Pieces: <i>May Data Point: Retell (fiction)</i> <i>July (additional): Letter to new teacher (narrative non-fiction)</i></p>	See 'English Progression Maps' and 'English Medium Term Plans' for more detail of English progression.		
Maths	<p>Year 1: Place Value (within 10) Addition and Subtraction (within 10)</p> <p>Year 2: Place Value (within 100) Addition and Subtraction</p>	<p>Year 1: Addition and Subtraction (continued) Shape</p> <p>Year 2: Addition and Subtraction (continued) Shape</p>	<p>Year 1: Place Value (within 20) Addition and Subtraction (within 20)</p> <p>Year 2: Money Multiplication and Division</p>	<p>Year 1: Place Value (within 50) Length and Height Mass and Volume</p> <p>Year 2: Multiplication and Division (continued) Length and Height Mass, Capacity and Temperature</p>	<p>Year 1: Multiplication and Division Fractions Position and Direction</p> <p>Year 2: Fractions Time</p>	<p>Year 1: Place Value (within 100) Money Time</p> <p>Year 2: Statistics Position and Direction</p>

Science	<p>Materials:</p> <ul style="list-style-type: none"> - Names of common materials (Y1) - Properties (Y1) <p>- Suitability of materials (Y2)</p> <p>Working Scientifically: How can we test the effectiveness of different materials?</p> <ul style="list-style-type: none"> - Changing materials (Y2) investigation (bending, stretching, twisting, squashing). 	<p>Materials:</p> <ul style="list-style-type: none"> - Inventor of waterproof material – Charles Macintosh <p>Working Scientifically: How can we test the effectiveness of different materials?</p> <ul style="list-style-type: none"> - Waterproof materials (Y2) investigation (DT/History link to Karl Benz – roof to car) 	<p>Animals:</p> <ul style="list-style-type: none"> - Animal classification (Y1) Diet: (omnivore, herbivore, omnivore) Structure: (reptiles, amphibians, fish, birds, mammals) <p>Working scientifically: How we can make accurate comparisons between animals?</p>	<p>Animals - Habitats:</p> <ul style="list-style-type: none"> - Suitability of habitats: animals (Y2) - Food chain (Y2) - Living, non-living, dead (Y2) <p>Working scientifically: How do habitats provide for the basic needs of animals?</p>		
Geography			<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 7 continents of the world. <p>- Location of the continents and oceans lie in relation to the equator & the impact on climate.</p> <p>Human & Physical Geography</p> <ul style="list-style-type: none"> - Identification of human & physical features of different areas in the world. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 5 oceans of the world. <p>Skills & Fieldwork</p> <ul style="list-style-type: none"> - Use of world map, globe & atlas. - Map work – compass, direction, navigation 		
History	<p>Significant individual</p> <ul style="list-style-type: none"> - Life of significant individuals. <p>Rosa Parks, Ludwig Guttman, William Booth (local) Additional through other lessons: Karl Benz, Charles Macintosh, Emmeline Pankhurst, Nelson Mandela.</p> <ul style="list-style-type: none"> - Use a variety of sources to understand key features of individuals and events (guided). <p>Local History & Changes beyond living memory</p> <ul style="list-style-type: none"> - Changes in an area of Nottingham city – past (1850) and present comparison. 			<p>Significant individual & Changes within living memory</p> <ul style="list-style-type: none"> - Life of significant individual. Dick King-Smith (World Book Week Link). - Use a variety of sources to learn about significant individual. - Comparison of schools from past (1929) to present. 	<p>Events beyond living memory & Significant event</p> <p>Christopher Columbus</p> <ul style="list-style-type: none"> - Changes in ships and expeditions have changed over time – past (1492) to present. - Use a variety of sources to understand key features of individuals and events. 	

Computing	<p>Digital Literacy: - Internet Safety Introduction.</p> <p>Logging on to Chrome Books - Safely Logging In (username and password).</p>	<p>Information Technology:</p> <p>Microsoft Word - Saving/retrieving work - Typing – space bar, shift key, full stop - Changing size/colour/type of font. - Underline, bold, italics tools - Inserting picture from the clipart bank. (Christmas card insert).</p>	<p>Digital Literacy: - Internet safety.</p>	<p>Information Technology:</p> <p>Paint programme - Selecting colours - Selecting tools for purpose (inc. size of brush). - Background fill</p> <p>(Animal picture – science link)</p>	<p>Computer Science: - Coding development using PurpleMash/Scratch Junior</p>	
Music	<p>Composing</p> <p>Body percussion and understanding of interrelated dimensions (pulse, rhythm, pitch and dynamics)</p> <p>Performing: - Harvest performance to a live audience.</p>	<p>Listening, Appraising + Responding: - Naming / classifying instruments</p> <p>Musical instrument families</p> <p>Performing: - Christmas performance to a live audience.</p>	<p>Composing:</p> <p>- Using instruments (ocarinas), choosing appropriate dynamics, pitch and tempo to create simple composition.</p> <p>- Understand how to represent sounds pictorially (using graphic scores and notation scores).</p> <p>- Begin to use note names to represent a simple composition (focus – Ocarinas).</p>		<p>Performing: - Singing (songs related to topic – Christopher Columbus / Sea Shanties – pirates link). Focus on Rhythm / dynamics. How has style of music changed?</p> <p>- Sing expressively, with melodic and rhythmic accuracy, focusing on the dynamics of the song/tune.</p> <p>Listening, Appraising + Responding: Different genres of music – link to sea shanties and music from different cultures around the world</p>	
Design & Technology	<p>Technical Knowledge - Mechanisms</p> <p>- Wheels and axels mechanism (moving car – link to history: Karl Benz) (Design, make, evaluate)</p>	<p>Technical Knowledge - Mechanisms</p> <p>- Level mechanism (Christmas card)</p>	<p>Technical Knowledge - Cooking and Nutrition</p> <p>- Food origins. - Healthy diet ('Eat Well Plate' and '5 a Day').</p>	<p>Technical Knowledge - Cooking and Nutrition</p> <p>- Prepare a healthy dish, performing a range of food preparation skills. (Design, make, evaluate)</p>	<p>Technical Knowledge – Textiles</p> <p>- Sewing project (Design, make, evaluate)</p>	

Art & Design	<p>Drawing - Pencil: Self-portraits</p> <p>Techniques: line, shape, space, tone</p> <p>Artist: Kei Meguro</p> 	<p>Drawing/Colour/ Pattern – Ink: Pointillism poppy</p> <p>Techniques: shape, pattern, texture, space, colour</p> <p>Artist: George Seurat</p> 	<p>Materials - Collage: Mythical creature collage</p> <p>Techniques: shape, form, texture, space, colour</p> <p>Artist: Deborah Shapiro</p> 	<p>Sculpting – Clay: Hedgehog collage</p> <p>Techniques: shape, form, texture, space</p> <p>Artist: Anthony Gormley</p> 	<p>Drawing - Charcoal: Charcoal wave image</p> <p>Techniques: shape, line, texture, space, colour</p> <p>Artist: Robert Longo</p> 	<p>Colour – Painting: Sea landscape</p> <p>Techniques: shape, line, texture, space, colour</p> <p>Artist: Vincent Van Gogh</p> 
PE	<p>Teacher: Uni Hoc</p> <p>Coach: Multiskills</p>	<p>Teacher: Drumba</p> <p>Coach: Dance</p>	<p>Teacher/Coach: Large ball skills/ invasion games (tag rugby)</p> <p>Coach: Gymnastics Floor work – rolls, balancing, movement, sequencing - Large apparatus</p>	<p>Teacher: Yoga</p> <p>Coach: Striking / fielding (throwing, catching)</p>	<p>Teacher: Bat and ball skills: rounders</p> <p>Coach: Athletics skills</p>	<p>Teacher: Tennis</p> <p>Coach: Ball skills (football)</p>
RE	<p>What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Christmas - Jesus as gift from God</p> <p>Key Question: Why did Angels announce the birth of Jesus?</p> <p>Religion: Christianity</p>	<p>Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>	<p>Easter – Resurrection</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>The Covenant (The Ten Commandments)</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>
PSHE	<p style="text-align: center;">School Values: - Work hard (inc. PALs) - Be kind (inc. PALs) - School promises - School leaders</p>					
<p>Relationships: Families and close positive relationships British Values: Rule of Law Living in the Wider World: Shared Responsibilities</p>	<p>Relationships: Managing hurtful behaviour and bullying Health and Well-being: Mental health – Feelings British Values: Democracy</p>	<p>Relationships: Friendships Health and Well-being: Healthy lifestyle British Values: Mutual Respect Living in the Wider World: Media Literacy & Digital Resilience</p>	<p>Health and Well-being: Keeping Safe British Values: Tolerance Living in the Wider World: Communities</p>	<p>Relationships: Safe relationships British Values: Individual Liberty Living in the Wider World: Economic Wellbeing - Money</p>	<p>Relationships: Respecting self and others Health and Well-being: Ourselves, growing and changing / Transition Living in the Wider World: Economic Wellbeing – Aspirations, Work and Careers.</p>	

Additional Experiences/ Enrichments	<ul style="list-style-type: none"> - Influential speaker - Charity worker/someone who has campaigned to change something/MP/Paralympian - Harvest/Church visit - Christmas Performances/Church visit - Pumpkin Competition - Mental health day - Library Visits - Stay and craft (parents in) 	<ul style="list-style-type: none"> - Hook into topic (letter and allotment) <ul style="list-style-type: none"> - RSPCA visit - Easter celebrations - World Book Week celebration - Chinese New Year celebration <ul style="list-style-type: none"> - Library Visits - Stay and read (parents in) - Trip (science link and school promise – caring for environment link). 	<ul style="list-style-type: none"> - Year 2 camp -Year 2 visit to Juniors (Transition) - Stay and craft (parents in) - Library Visits
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