

Long Term Planning Year 1 & 2 Cycle B

(For Maths and English use both)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|---|---|---|
| Maths | Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurement Geometry: properties of shape Statistics | Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurement Geometry: properties of shape Statistics | Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurement Geometry: properties of shape Geometry: position, direction, motion Statistics | Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurement Geometry: properties of shape Geometry: position, direction, motion Statistics | Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurement Geometry: properties of shape Geometry: position, direction, motion Statistics | Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurement Geometry: properties of shape Geometry: position, direction, motion Statistics |
| English | <u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar & punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> -Fiction: writing narratives-stories with familiar settings Non-Fiction: Instructions & recounts | | <u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar & punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> -Fiction: writing narratives-Traditional stories, stories from other cultures; -Non-Fiction: Expanations and non-chronological reports, | | <u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar & punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> -Fiction: writing narratives: Extended stories, stories by significant children's authors; different stories by the same author, Writing poetry -Non-Fiction: Letters & non-chronological reports, dictionary work | |
| Science | -Uses of everyday materials | -Investigations | -Animals, including humans | Investigations | -Plants | -All living things & their habitats |
| Investigation skills throughout each term | | | | | | |
| History | -What do we know about the Great Fire of London? National significance of event | | 'A Street through Time' comparing shops, old photos of Ch-le-St, Beamish old town? | | 'Christopher Columbus v Neil Armstrong'- comparing aspects of life in different time periods | |
| Geography | | -'The Weather' seasonal & daily weather patterns in the UK | | - 'An Island Home' aerial photos, recognise landmarks, devise maps, use basic symbols as a key-N.S.E.W | | 'Weather around the world' hot & cold areas of world, Equator/N & S poles, Continents & 5 oceans. Use maps, atlases & globes |
| Art | -Collage & Textiles Art Express Unit 4 Artists: Max Ernst, Paul Klee | -Painting Art Express Unit 2 Artists: Munch, Matisse, Kandinsky, | | | -Digital Media Art Express Unit 6 Artists: Edvard Munch, Francis Bacon. | |

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| | | Malevich, Ruth Daniels, Mark Quinn, Cms | | | | |
| DT | | | | -Winding Mechanisms (Winding up) | -Construct a moving vehicle/comp uter aided design (Vehicles) | -Create a moving puppet/comp uter aided design (Puppets) |
| ICT | Obj 6 (*e-safety): Pupils should be taught to: 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. *This objective (e-safety) should be referred to and revisited throughout the year. Lesson Ideas: -Twinkl Computer Skills Yr1 -Twinkl Using the Internet Yr2 -Website: Safer Internet for 5-7. | Obj 1: Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Lesson Ideas: - Twinkl Programming with Scratch Jnr Yr1 1.2 Moving Around Maps -Keeping safe online | Obj 2: Pupils should be taught to: create and debug simple programs Lesson Ideas: -Twinkl Preparing for Turtle Logo Yr2 PM Uit 2.1 Coding | Obj 3: Pupils should be taught to: use logical reasoning to predict the behaviour of simple programs Lesson Ideas: -Twinkl Turtle Logo & Scratch Yr2 PM Unit 1.7 Coding | Obj 4: Pupils should be taught to: use technology purposefully to create, organise, store, manipulate and retrieve digital content Lesson Ideas: -Twinkl Word Processing Processing Skills Yr1 -Twinkl Painting Yr1 -Twinkl Using & Applying Yr1 -Twinkl Computer Art Yr2 -Twinkl Using & Applying Skills Yr2 Twinkl Presentation Skills | Obj 5: Pupils should be taught to: recognise common uses of information technology beyond school |
| PE | -Swimming -Dance | -Swimming -Games | -Swimming -Gymnastics | -Swimming -Dance | -Swimming -Games | -Swimming -Athletics |
| Music | -On-going skills, singing & using instruments -Listening to music, -notation skills | - Controlling pitch (Taking Off) -Listening to music, -notation skills | -On-going skills, singing & using instruments -Listening to music, -notation skills | -Identifying pulse in music (Feel the pulse) -Listening to music, -notation skills | -On-going skills, singing & using instruments -Listening to music, -notation skills | -Combining Sounds (Rain, rain go away) -Listening to music, -notation skills |
| RE | -Why is the Bible special to Christians? | What can we learn from the story of St Cuthbert? | How and why is light impor tant at Christ mas? | What does it mean to belong in Christianity? | How do Christians celebrate Easter? | How do Buddhists show their beliefs? |
| PSHE | -Know what keeps us healthy -Growing old -Harmful substances | | -Choices & Behaviours (British Values) | -Similarities & Differences (British Values) | -Looking after our environment | |

