

LONG TERM PLAN			
YEAR 1/2	2018/19		Cycle B
	Autumn 2018	Spring 2019	Summer 2019
Theme	Dungeons and Dragons	World Explorers	Circle of Life
Stunning start/marvellous middle/fabulous finish	S- Dot Day (PSED) M - Robin Hood Archery Competition F - Medieval Banquet - take on characters and medieval dancing	S - Expedition in the grove - 'Great Grove Expedition' M - Native American Day F - Around the World in 80 Days Parent assembly	S - Walk to the river M - Local artist visit F - Trip to Yorkshire Wildlife Park
SCIENCE	<p style="text-align: center;">Everyday Materials*</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard</p> <p style="text-align: center;">Electricity</p> <p>Look at appliances and circuits.</p>	<p style="text-align: center;">Animals and their habitats / adaptations / food chains</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>Identify and name a variety of plants and animals, including micro-habitats</p> <p>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.</p>	<p style="text-align: center;">Plants</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 style="text-align: center;">Humans/animals</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Investigate 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</p> <p style="text-align: center;">Seeing and Hearing</p> <p>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
GEOGRAPHY	<p style="text-align: center;">Aerial images and landmarks</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p style="text-align: center;">Mapping skills</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p style="text-align: center;">Key features of a location</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p>	<p style="text-align: center;">Explore UK locations/Contrasting Non-European countries</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p style="text-align: center;">Continents and Oceans</p> <p>Name and locate the world's continents and oceans.</p>	<p style="text-align: center;">Local area study</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Identify land use around the school.</p>

		<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied.</p> <p>Mapping skills/Compass directions</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	
HISTORY	<p>Historical event: Gunpowder plot Describe historical events</p> <p>People and place in own locality - Robin Hood Describe significant people from the past. Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</p>	<p>Historical Person:</p> <p>Christopher Columbus - Americas Captain Cook - Australia/New Zealand Scot of Antarctic - Marco Polo - Asia Francis Drake - Africa/South America Edmond Hillary - Mount Everest Neil Armstrong - Moon</p> <p>Describe significant people from the past. Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long a• Use artefacts, pictures, stories, online sources and databases to find out about the past go? Identify some of the different ways the past has been represented.</p>	<p>Childhood - chronology Toys/school/food</p> <p>Recount changes that have occurred in their own lives.</p> <ul style="list-style-type: none"> Label time lines with words or phrases such as: past, present, older and newer <p>Use artefacts, pictures, stories, online sources and databases to find out about the past go?</p>
D & T	<p>Mechanics - drawbridge</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • Create products using levers, wheels and winding mechanisms.</p> <p>Textiles (flags/puppets) Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>Electricals</p>	<p>Design and Make - ships</p> <p>Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</p>	<p>Food</p> <p>Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. cook ingredients.</p> <p>Computing (andy Warhol) Model designs using software.</p> <p>Toys</p> <p>Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</p>
ART & DESIGN	<p>Harvest pictures of food Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.</p> <p>Collage - dragon Use a combination of materials that are cut, torn and glued. Sort and arrange materials.</p>	<p>Paintings oceans, mountains, space Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p> <p>Sculpture - clay - boat Use clay as a material.</p>	<p>Digital media - andy warhol Andy Warhol/Kadinski</p> <p>Press, roll, rub and stamp to make prints. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>

	Mix materials to create texture.	• Use techniques such as rolling, cutting, moulding and carving.	
COMPUTING	E-safety Kim Saving and Retrieving - Seesaw Coding - Scratch Junior (Coding wk) Film - Create a stop fame animation of a dragon Presenting - Move/resize images, text - book creator	E-safety penguin Research - To answer questions set in topic To look at images. Photos - edit, green screen Create a musical composition - Sketch a song	E-safety Hectors World Data - enter data into a pictogram (link to weather) Posters - Evaluate. Adapt colours/fonts/sizes of images. Coding - sequencing, repeat loops, Event handling
RE	Stories of Jesus 1.3 What can we learn from them? How do religious stories make a difference to people's lives? Christmas	Myself 1.2 How do we show we care for others? Why does it matter? Believing 1.6 What do Jewish people believe about God, creation, humanity, and the natural world? Easter	Believing1.6 Symbols1.4 In what ways are churches / synagogues important to believers?
PHSE & SEAL	New Beginnings Getting on and Falling out	Going for Goals Good to be Me	Relationships Changes
MUSIC	Performances Harvest & Christmas Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.	Listen to different types of music from around the world - instruments Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Compose music for each country and explorer. Create a sequence of long and short sounds. Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, rhythmic phrases.	Compose music to represent the weather Use symbols to represent a composition and use them to help with a performance
PE	Medieval Dance Real PE Units 1&2	Dance and movement to traditional music from around the world. Real PE Units 3&4	Sports practice Real PE Units 5&6
Visits/Links/ Opportunities	Castle archery	Grove - Geo-Cashing	River Walk Local Artist Out in the local area - sketching Wildlife Park
English	Instructions Narrative	Narrative Poetry	Recount Narrative

	Non-fiction	Information texts	
Author of the Term	M.P. Roberston	Joanna Troughton	Nick Butterworth