

Curriculum Long Term Plan - Year B
Years 1 and 2

Subject	Autumn <i>Incredible Inventions (Inventions/Inventors/Materials)</i>	Spring <i>All Things Bright and Beautiful (Plants/Food)</i>	Summer <i>Let's Explore!</i>
English	<p>Whole class texts: 'Mrs. Armitage on Wheels' by Quentin Blake 'The Most Magnificent Thing' by Ashley Spires Non-fiction texts about inventions/materials</p> <p>Narrative Base on Mrs. Armitage on Wheels (inventions link) Fairy story – The Three Little Pigs (science – materials link)</p> <p>Non-fiction Simple explanation (Labelled picture – How something works) Instructions for making something</p> <p>Poetry Performance poetry (rhythm) 'Song of the Train' by David McCord in Selection of Poems pack] (inventions link)</p>	<p>Whole class texts: 'Handa's Surprise' by Eileen Browne 'Billy's Sunflower' by Nicola Moon 'The Tiny Seed' by Eric Carle Non-fiction texts about plants/food</p> <p>Narrative Base on 'Handa's Surprise' Traditional Tale – 'The Tom Cat' (Pie Corbett Model text) Fairy story – 'Jack and the Beanstalk' (Pie Corbett model text)</p> <p>Non-fiction Instructions – Recipe (link to DT) Labels, lists and captions (link to plants)</p> <p>Poetry Question and Answer poem based on, 'What is Pink?' by Christina Rossetti (classic poem) List poem based on, 'I Went to the Fridge' by John Foster</p>	<p>Whole class texts: 'Whatever Next' by Jill Murphy 'Lost and Found' by Oliver Jeffers Non-fiction texts about explorers/different countries</p> <p>Narrative Base on 'Lost and Found' 'The King and The Moon' (Pie Corbett Model text)</p> <p>Non-fiction Non-chronological report a place that has been explored e.g. the moon, the south pole etc</p> <p>Poetry 'Columbus at Sea' 'Bed in Summer' by Robert Louis Stevenson [in Selection of Poems pack] – classic poetry</p>
Mathematics <i>See White Rose Maths Planning</i>	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> Place Value Addition and Subtraction <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> Place Value Y1: Addition and Subtraction/ Y2: Multiplication and Division Geometry (Shape) 	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> Time Y1: Place Value/ Y2 Graphs Money <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> Multiplication, Division and Fractions Length and Height Consolidation 	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> Y1: Weight and Volume Y2: Capacity, Volume, Mass and Temperature Y1: Place Value Y2: 3D Shape Four Operations <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> Assessment Place Value Consolidation and Applications
Science <i>(All science to be taught to both year groups)</i>	<p>Everyday materials (in relation to topic): Y1: distinguish between an object and the material from which it is made; identify/name a variety of everyday materials; describe simple physical properties of materials; compare and group together materials based on simple physical properties Y2: identify/compare suitability of materials; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants: Y1: identify/describe basic structure of common flowering plants/trees; identify/name common plants, deciduous and evergreen trees Y2: observe/describe how seeds/bulbs grow into mature plant; find out/describe how plants need water, light and suitable temperature to grow/stay healthy</p>	
<p>Ongoing:</p> <ul style="list-style-type: none"> Seasons: observe changes; observe/describe weather/day length Working scientifically: ask simple questions and recognise that they can be answered in different ways; observe closely, using simple equipment; perform simple tests; identify and classify;; use observations and ideas to suggest answers to questions; gather and record data to help answer questions 			
Computing (See overview for more detail – link to learning in other areas)	<p>Y1 understand algorithms as sequences of instructions in everyday contexts; begin to program simple floor robots Y2 understand algorithms as sequences of instructions or sets of rules in everyday contexts; program simple onscreen 'robots'</p>	<p>Y1 use digital technology to store and retrieve content e.g. an audio recording device, a camera or a tablet PC; Y2 store, organise and retrieve content on digital devices for a given purpose e.g. the school network or e-learning resource to show another person or to insert into a document or presentation</p>	<p>Y1 use technology to be creative e.g. making art, music or story-writing; Y2 use technology to communicate information e.g. a poster, a graph</p>
<p>Ongoing: Y1 keep themselves safe while using digital technology; Y2 keep safe and show respect to others while using digital technology (Linked to Contact, Conduct, Content and Commerce)</p>			
DT	Make a vehicle (e.g. car)	Design and make fruit salad link to science and 'Handa's	Make a 'boat' that will float and hold a small action figure

		Surprise' book – make fruit salad]	
<p>Teaching Design Technology will include opportunities to:</p> <p>Design:</p> <ul style="list-style-type: none"> * Design purposeful, functional, appealing products for themselves and other users based on design criteria: state what products they are designing and making; say whether their products are for themselves or other users; describe what their products are for; say how their products will work; say how they will make their products suitable for their intended users; use simple design criteria to help develop their ideas * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT (where appropriate): generate ideas by drawing on their own experiences ; use knowledge of existing products to help come up with ideas; develop and communicate ideas by talking and drawing; model ideas by exploring materials, components and construction kits and by making templates and mock ups; use information and communication technology, where appropriate, to develop and communicate their ideas <p>Make:</p> <ul style="list-style-type: none"> * Select from and use a range of tools and equipment to perform practical tasks (e.g. 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: follow procedures for safety and hygiene; measure, mark out, cut and shape materials and components; assemble, join and combine materials and components ; use finishing techniques, including those from art and design <p>Evaluate:</p> <ul style="list-style-type: none"> * Explore and evaluate a range of existing products: what products are ; who products are for; what products are for; how products work; how products are used; where products might be used; what materials products are made from; what they like and dislike about products * Evaluate their ideas and products against design criteria: talk about their design ideas and what they are making; make simple judgements about their products and ideas against design criteria; suggest how their products could be improved <p>Technical Knowledge:</p> <ul style="list-style-type: none"> * Build structures, exploring how they can be made stronger, stiffer and more stable: know about the simple working characteristics of materials * Explore and use mechanisms in their products: know about the simple working characteristics of components; know about the movement of simple mechanisms such as levers, sliders, wheels and axles <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> * Use the basic principles of a healthy and varied diet to prepare dishes: how to name and sort foods into the five groups in the eat well plate; that everyone should eat at least five portions of fruit and vegetables every day; how to prepare simple dishes safely and hygienically, without using a heat source; how to use techniques such as cutting, peeling and grating * Understand where food comes from: know that all food comes from plants or animal; know that food has to be farmed, grown elsewhere (e.g. home) or caught 			
Geography		<p>(Link to where food comes from)</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> * identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to key physical features, including: forest, river, soil, valley and vegetation <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> * use world maps, atlases and globes to identify the countries and continents studied 	<p>(Link to Exploring the local area and the countries discovered by Explorers)</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> * identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to: key physical features, including: forest, hill, river, valley, and key human features, including: city, town, village, factory, farm, house, office and shop <p>Place Knowledge</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 <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> * 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 * devise a simple map; and use and construct basic symbols in a key * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. * use world maps, atlases and globes to identify the countries and continents studied
<p>Ongoing - Human and Physical Geography: identify seasonal and daily weather patterns in the United Kingdom [link to science] and use basic geographical vocabulary including: season and weather</p>			
History	<p>Changes within living memory/aspects of change in national life</p>	<p>Changes within living memory/aspects of change in national life</p>	<p>The lives of significant individuals who have contributed to national/international achievements (using these to compare</p>

	<p>The lives of significant individuals who have contributed to national/international achievements (use to compare aspects of life in different periods) through: Inventions e.g.:</p> <ul style="list-style-type: none"> * <i>Printing/books/www (William Caxton and Tim Berners-Lee) [link to art]</i> * <i>Vehicles – trains, cars, planes etc</i> * <i>Telephone (Alexander Graham Bell)</i> * <i>Television (John Logie Baird)</i> <p>Events beyond living memory that are significant nationally:</p> <ul style="list-style-type: none"> * Remembrance Day - Link to significant individuals: Nurses: <i>Florence Nightingale/Edith Cavell</i> * Black History Month – Mary Seacole * Bonfire Night 	<p>* <i>link to changes in food</i></p>	<p>aspects of life in different periods) through: Explorers e.g. Neil Armstrong and Tim Peake Christopher Columbus Robert Scott/Roald Amundsen Edmund Hillary</p>
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History teaching will include opportunities to develop (Y1Y2):

Chronological understanding: know where people and events they study fit within a chronological framework; use common words and phrases relating to the passing of time:

- * *understand the difference between the present and the past (initially focusing on the past in relation to their own life)*
- * *sequence known events and events within living memory in chronological order/sequence events from different periods of their own lifetime chronologically/know when some significant historical events (beyond living memory) happened*
- * *sequence familiar objects in chronological order/sequence significant historical events and events related to the life of significant individuals (beyond living memory)*
- * *use common words and phrases relating to the passing of time e.g. 'before', 'after', 'past', 'present', 'then' 'now', 'year', 'date', 'old', 'new' / use an increasing range of common words and phrases relating to the passing of time e.g. 'sooner', 'later', 'future', 'beforehand', 'earlier', 'anniversary', 'lifetime', 'calendar'*

Knowledge and Understanding: develop an awareness of the past; identify similarities and differences between ways of life in different periods; use a wide vocabulary of everyday historical terms

- * *know and understand key features of events within living memory (and beyond)/ show knowledge and understanding of key features of the past beyond living memory, for example, significant local, national or world events/people*
- * *recount changes within living memory (and beyond)/recognise that their own lives are different from those in the past*
- * *begin to recognise why they and others act as they do/ begin to recognise that there are reasons why people in the past acted as they did.*
- * *identify some similarities and differences over own lifetime (and beyond)/ identify similarities and differences between ways of life of significant people studied and their own lives*
- * *identify similarities and differences between objects made during their lifetime (and beyond) e.g. mobile phones, tablets etc./ identify similarities and differences between objects made at different times, including those beyond living memory*
- * *understand and use historical vocabulary to describe key events within living memory (and beyond)/ understand and use historical vocabulary to describe the key historical events/people being studied*

Enquiry: ask and answer questions about the past to show that they know and understand key features of events; understand some of the ways in which we find out about the past; choose and use parts of stories and other sources to show that they know and understand key features of events

- * *ask and answer relevant questions about events within living memory (and beyond)/ ask and answer questions about events beyond living memory by making simple observations from historical sources*
- * *ask and answer questions about objects made during their own lifetime (and beyond)/ ask and answer questions about artefacts from beyond living memory by making simple observations*
- * *make simple observations from photos/objects to show understanding about events within living memory (and beyond)/ find out about the past beyond living memory by making observations from a wider range of historical sources/ select information from historical sources from beyond living memory*
- * *sort artefacts from 'then' and 'now' / describe some simple similarities and differences between artefacts from within living memory (and beyond) and now/ describe similarities and differences between artefacts from beyond living memory and now*

Interpretation: identify different ways in which the past is represented

- * *relate own account of an event and understand that others may give a different version/ know that there are different versions of some of the historical events that they study/ begin to identify some of the different ways in which the past is represented*

Organisation and Communication: show that they know and understand key features of events; use a wide vocabulary of everyday historical terms

- * *select and recall orally information from their past/ select and recall orally basic, key information about events in the past beyond living memory*
- * *talk, draw or write about aspects of the past within living memory (and beyond) using simple historical words and phrases/ record what they have learned about the past beyond living memory by drawing and writing, using a wide vocabulary of everyday historical words and phrases*

<p>Art and Design</p>	<p>Printing (link to materials)</p> <ul style="list-style-type: none"> * Use: objects and found materials e.g. leaves, fruit, ink pads/blocks/paint * Develop techniques of: pattern and shape 	<p>Sculpture (wire plants/flowers or/and clay/salt dough foods)</p> <ul style="list-style-type: none"> * Use: card, paper, wire, basic tools, clay/salt dough * Develop techniques of: shape and form * Learn about Andy Goldsworthy and Giuseppe Archimboldo and compare/make links to their own work 	<p>Textiles (weaving using materials/colours from local environment)</p> <ul style="list-style-type: none"> * Use: Threads, cottons, fabric, wool, raffia, beads, buttons, paper strips, natural fibres, adhesives * Develop techniques of: colour, pattern, texture, cutting, stitching, decorating
<p>Music See Charanga for</p>	<ul style="list-style-type: none"> • Hands, Feet, Heart • Babushka 	<ul style="list-style-type: none"> • Glockenspiel Stage 1 • I Wanna Play In A Band 	<ul style="list-style-type: none"> • Zootime • Reflect, Rewind, Replay

<p>medium term planning (14509 MPSchool) and differentiate units accordingly as these units are for Y2</p>	<p>Teaching of music will enable children to:</p> <ul style="list-style-type: none"> * Use their voices expressively and creatively by singing songs and speaking * 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 - pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 		
<p>PE See 'Colchester United' medium term planning</p>	<ul style="list-style-type: none"> • Football • Dance 	<ul style="list-style-type: none"> • Rugby • Gymnastics 	<ul style="list-style-type: none"> • Athletics • Fielding games
<p>RE See 'Understanding Christianity' for medium term planning</p>	<ul style="list-style-type: none"> • The Creation • Incarnation • Christmas 	<ul style="list-style-type: none"> • Sikhism • Salvation 	<ul style="list-style-type: none"> • Pentecost • God • Judaism
<p>PSHE TBC</p>			
<p>French – (introduction to vocabulary)</p>	<p>Introductions Days of the week</p>	<p>Colours</p>	<p>Animals</p>
<p>Trips/ Topic days</p>	<p>Black History Month</p>	<p>Chinese New Year World Book Day</p>	<p>Eid</p>