

**Curriculum Long Term Plan - Year A**  
**Years 1 and 2**

Subject	Autumn <i>Fire! Fire! (London)</i>	Spring <i>Myself and Other Animals</i>	Summer <i>“Oh I Do Like To Be Beside The Seaside!”</i>
<p>English <i>See medium term planning for NC coverage</i></p>	<p><b>Whole class texts:</b> ‘Claude in the City’ by Alex T Smith (Autumn 1) ‘The Jolly Postman’ by Janet and Allan Ahlberg (Autumn 2) Non-fiction texts about London</p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Narrative – A New Adventure for Claude (in London) –end of unit</li> <li>Narrative: re-writing a nursery rhyme</li> <li>Character profiles from nurse rhymes</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Postcard – write a post card from London</li> <li>Persuasion – persuading people to visit the city</li> <li>Newspaper article – Claude stops a robber!</li> <li>Letter writing – advice for Goldilocks</li> <li>Persuasion – an advert for a Hogoblin product</li> <li>Letter writing – from a nursery rhyme character (end of unit)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Write a verse about London based on ‘Claude in the City’</li> </ul>	<p><b>Whole class texts:</b> ‘Olga da Polga’ by Michael Bond (Spring 1) ‘Leaf’ by Sandra Dieckmann (Spring 2) Non-fiction texts about the human body/animals</p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Narrative – how a Guinea pig lost its tail</li> <li>Story writing of another of Olga da Polga’s adventures (end of unit)</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Information Text – Taking Care of a Guinea Pig</li> <li>A farewell card from a guinea pig leaving a pet shop</li> <li>Designing a Guinea pig menu</li> <li>Story based on how climate change is affecting another animal (end of unit)</li> <li>Non chronological report – polar bears</li> <li>Diary entry as a polar bear</li> <li>Letter writing to the Council of Animals</li> <li>Persuasion – should the animals help Leaf?</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>A Guinea Pig’s nightmare</li> <li>Poem based on Michael Morpurgo’s ‘Dinnertime’</li> </ul>	<p><b>Whole class texts:</b> ‘The Snail and the Whale’ by Julia Donaldson (Summer 1) ‘The Secret of Black Rock’ by Joe Todd-Stanton (Summer 2) Non-fiction texts about the seaside</p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Description of the sea as seen in ‘The Snail and the Whale’</li> <li>Story mapping</li> <li>Short story from the point of view of another small creature</li> <li>Zig Zag story based on ‘The Secret of Black Rock’</li> <li>Oral story telling</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>A postcard written from the snail</li> <li>Recount – first person narrative as an eye witness (end of unit)</li> <li>Information report on fishing communities</li> <li>Diary in role as Erin</li> <li>Information text on a creature of interest</li> <li>Persuasion – creating a book trailer</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Sea Shanties based on ‘Roll the Old Chariot Along’</li> <li>‘Sinking’ poems</li> </ul>
<p>Mathematics <i>See White Rose Maths medium term planning</i></p>	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> </ul> <p><u>2<sup>nd</sup> half term:</u></p> <ul style="list-style-type: none"> <li>Place Value</li> <li>Y1: Addition and Subtraction/ Y2: Multiplication and Division</li> <li>Geometry (Shape)</li> </ul>	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> <li>Time</li> <li>Y1: Place Value/Y2 Graphs</li> <li>Money</li> </ul> <p><u>2<sup>nd</sup> half term:</u></p> <ul style="list-style-type: none"> <li>Multiplication, Division and Fractions</li> <li>Length and Height</li> <li>Consolidation</li> </ul>	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> <li>Y1: Weight and Volume</li> <li>Y2:Capacity, Volume, Mass and Temperature</li> <li>Y1: Place Value/ Y2: 3D Shape</li> <li>Four Operations</li> </ul> <p><u>2<sup>nd</sup> half term:</u></p> <ul style="list-style-type: none"> <li>Assessment</li> <li>Place Value</li> <li>Consolidation and Applications</li> </ul>
<p>Science <i>(All science to be taught to both year groups)</i></p>	<p><b>Everyday materials (in relation to topic):</b> <b>Y1:</b> <i>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</i> <b>Y2:</b> <i>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.</i></p>	<p><b>Animals (Land animals):</b> <b>Y1:</b> <i>identify/name common animals; identify/name common animals that are carnivores, herbivores and omnivores; describe/compare animal structure</i> <b>Y2:</b> <i>notice that animals have offspring which grow into adults; find out/describe basic needs of animals for survival</i></p> <p><b>Humans:</b> <b>Y1:</b> <i>identify/name/draw/label human body parts and which part is associated with which sense</i> <b>Y2:</b> <i>notice that humans have offspring which grow into adults; find out/describe basic</i></p>	<p><b>Animals (Sea animals)</b> <b>Y1:</b> <i>identify/name common animals; identify/name common animals that are carnivores, herbivores and omnivores; describe/compare animal structure;</i> <b>Y2:</b> <i>notice that animals have offspring which grow into adults; find out/describe basic needs of animals for survival</i></p> <p><b>Y2: Living things and their habitats (Sea animals)</b> <i>identify that most living things live in habitats to which</i></p>

		<p><i>needs of humans for survival; describe the importance of exercise, diet and hygiene</i></p> <p><b>Y2: Living things and their habitats (Land Animals):</b> explore/compare differences between living/dead/never been alive; identify that most living things live in habitats to which they are suited and describe how different habitats provide for different kinds of animals and how they depend on each other; identify/name a variety of animals in their habitats, including micro-habitats; describe how animals obtain their food from plants/other animals, using idea of a simple food chain, and identify/name different sources of food. (See STEM Resources)</p>	<p><i>they are suited and describe how different habitats provide for different kinds of animals and how they depend on each other; identify/name a variety of animals in their habitats, including micro-habitats; describe how animals obtain their food from plants/other animals, using idea of a simple food chain, and identify/name different sources of food. (See STEM Resources)</i></p>
<p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li><b>Seasons:</b> observe changes; observe/describe weather/day length</li> <li><b>Working scientifically:</b> 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</li> </ul>			
<p>Computing (See overview for more detail – link to learning in other areas)</p>	<p>E-safety</p> <p>Computer Skills</p>	<p>Painting</p> <p>Word Processing skills</p>	<p>Programmable Toys</p> <p>Scratch Jr</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	<p><b>Designing a city landscape</b></p> <p><b>Designing postage packaging, testing different materials (link to English and science)</b></p>	<p><b>Designing a Hutch</b> (Link to Olga da Polga)</p> <p><b>Designing a Guinea pig menu</b> (Link to Olga da Polga)</p>	<p><b>Create a picnic food e.g. pitta pockets – see website for ideas</b> (<a href="http://www.foodafactoflife.org.uk/Index.aspx">http://www.foodafactoflife.org.uk/Index.aspx</a>)</p> <p>Linked to 'The Lighthouse Keeper's Lunch' and science</p>
<p><b>Teaching Design Technology will include opportunities to:</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria:</b> 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</li> <li><b>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT (where appropriate):</b> 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</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li><b>Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</b></li> <li><b>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics:</b> 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</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li><b>Explore and evaluate a range of existing products:</b> 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</li> <li><b>Evaluate their ideas and products against design criteria:</b> 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</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li><b>Build structures, exploring how they can be made stronger, stiffer and more stable:</b> know about the simple working characteristics of materials</li> <li><b>Explore and use mechanisms in their products:</b> know about the simple working characteristics of components; know about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> </ul> <p><b>Cooking and Nutrition:</b></p> <ul style="list-style-type: none"> <li><b>Use the basic principles of a healthy and varied diet to prepare dishes:</b> 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</li> <li><b>Understand where food comes from:</b> know that all food comes from plants or animal; know that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>			
Geography	<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>use basic <b>geographical vocabulary</b> to refer to key <b>physical features</b>, including: river and key <b>human features</b>, including: city, town, bridge, factory, house, office, shop</li> </ul> <p><b>Geographical Skills and Fieldwork:</b></p>		<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven <b>continents</b> and five <b>oceans</b></li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>use basic <b>geographical vocabulary</b> to refer to: key <b>physical features</b>, including: beach, cliff, coast, sea, ocean and key <b>human features</b>, including: port, harbour and shop</li> </ul> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>use <b>aerial photographs and plan perspectives to</b></li> </ul>

	<ul style="list-style-type: none"> <li>* use world <b>maps, atlases and globes</b> to identify the United Kingdom and its countries</li> <li>* use <b>aerial photographs and plan perspectives</b> to recognise landmarks and basic human and physical features</li> </ul>		<p>recognise landmarks and basic human and physical features</p> <ul style="list-style-type: none"> <li>* use world <b>maps, atlases and globes</b> to identify the countries, continents and oceans studied</li> </ul>
<p><b>Ongoing - Human and Physical Geography:</b> identify <b>seasonal and daily weather patterns</b> in the United Kingdom [link to science] and use basic <b>geographical vocabulary</b> including: season and weather</p>			
History	<p><b>Events beyond living memory that are significant nationally or globally</b></p> <ul style="list-style-type: none"> <li>* The Great Fire of London</li> </ul> <p><b>The lives of significant individuals</b> who have contributed to national/international achievements (using these to compare aspects of life in different periods)</p> <ul style="list-style-type: none"> <li>* Artists: L.S. Lowery/Pieter Breugel the Elder [see art and design below]</li> </ul>	<p><b>Changes within living memory:</b></p> <ul style="list-style-type: none"> <li>* Timeline of growth from baby to now</li> <li>* Family trees</li> </ul>	<p><b>Changes within living memory/aspects of change in national life</b></p> <ul style="list-style-type: none"> <li>* link to holidays (seaside)</li> <li>* <b>Family history project</b> (like to 'The Secret of Black Rock')</li> </ul>
<p><b>History teaching will include opportunities to develop (Y1Y2):</b></p> <p><b>Chronological understanding:</b> know where people and events they study fit within a chronological framework; use common words and phrases relating to the passing of time:</p> <ul style="list-style-type: none"> <li>* understand the difference between the present and the past (initially focusing on the past in relation to their own life)</li> <li>* 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</li> <li>* sequence familiar objects in chronological order/sequence significant historical events and events related to the life of significant individuals (beyond living memory)</li> <li>* 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'</li> </ul> <p><b>Knowledge and Understanding:</b> 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</p> <ul style="list-style-type: none"> <li>* 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</li> <li>* recount changes within living memory (and beyond)/recognise that their own lives are different from those in the past</li> <li>* 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.</li> <li>* 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</li> <li>* 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</li> <li>* 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</li> </ul> <p><b>Enquiry:</b> 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</p> <ul style="list-style-type: none"> <li>* 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</li> <li>* 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</li> <li>* 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</li> <li>* 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</li> </ul> <p><b>Interpretation:</b> identify different ways in which the past is represented</p> <ul style="list-style-type: none"> <li>* 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</li> </ul> <p><b>Organisation and Communication:</b> show that they know and understand key features of events; use a wide vocabulary of everyday historical terms</p> <ul style="list-style-type: none"> <li>* select and recall orally information from their past/ select and recall orally basic, key information about events in the past beyond living memory</li> <li>* 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</li> </ul>			
Art and Design	<p><b>Painting (buildings/backgrounds)</b></p> <ul style="list-style-type: none"> <li>* Use: variety of paints, brushes, sponges</li> <li>* Develop techniques of: colour (mixing) and space</li> <li>* Learn about L.S. Lowery/ Pieter Breugel the Elder and compare /make links to their own work</li> </ul>	<p><b>Drawing (including observational/portraits)</b></p> <ul style="list-style-type: none"> <li>* Use: pencils, pastels, chalk and crayons</li> <li>* Develop techniques of: line, shape and form (use viewfinders)</li> <li>* Learn about the work of famous portrait artists and compare/make links to their own work</li> </ul>	<p><b>Collage (sea)</b></p> <ul style="list-style-type: none"> <li>* Use: card, clay, basic tools, adhesives</li> <li>* Develop techniques of: texture, pattern, cutting, tearing, sorting according to qualities</li> </ul>
Music See Charanga for medium	<ul style="list-style-type: none"> <li>• Hey You</li> <li>• Little Angel Gets Her Wings</li> </ul> <p>Teaching of music will enable children to:</p>	<ul style="list-style-type: none"> <li>• In The Groove</li> <li>• Rhythm in the Way We Walk and Bananas Rap</li> </ul>	<ul style="list-style-type: none"> <li>• Round and Round</li> <li>• Reflect, Rewind, Replay</li> </ul>

<p>term planning (14509 MPSchool) and differentiate units accordingly as these units are for Y1</p>	<ul style="list-style-type: none"> <li>* Use their voices expressively and creatively by singing songs and speaking</li> <li>* Play tuned and untuned instruments musically</li> <li>* Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>* 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</li> </ul>		
<p>PE See 'Colchester United' medium term planning</p>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Fielding games</li> </ul>
<p>RE See 'Understandin g Christianity' for medium term planning</p>	<ul style="list-style-type: none"> <li>• The Creation</li> <li>• Incarnation</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Sikhism</li> <li>• Salvation</li> </ul>	<ul style="list-style-type: none"> <li>• Pentecost</li> <li>• God</li> <li>• Judaism</li> </ul>
<p>PSHE</p>	<p>Health and Wellbeing</p>	<p>TBC</p>	<p>TBC</p>
<p>French – (introduction to vocabulary)</p>	<p>Introductions Numbers</p>	<p>Body parts</p>	<p>Food</p>
<p>Trips/ Topic days</p>			