

Year 1/ 2 Curriculum Long term plan Year A 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question: History/Geography driver	Where do and did the wheels on the bus go? G/H	Why were Christopher Columbus, Neil Armstrong and Amelia Earhart very brave? H	Why can't a meerkat live in the North Pole? G	Where would you prefer to live England or Africa? G	Why do we love to be beside the seaside? G (& H?- create local link to Teignmouth in the past beach and heritage museum trip?)	Why did the Titanic sink? H
English Genre <i>Babcock text</i>	Poetry: Train ride (2 wk) Story: The naughty bus (3 wk)	Biography: Amelia Earhart (3 wk) Instructions: How to catch Santa (3 wk)	Description /Traditional tales: 3 little pigs & Billy Goats Gruff Description/ Postcards: Meerkat Mail	Pattern Story: Fatou Fetch the water (3 wk)	Poetry: A first book of the sea (3 wk) Billy's bucket & Recount: link to a possible seaside trip	Non-chronological report: Link to Titanic and sources of evidence
Guided Reading	RWI	RWI	RWI	RWI	RWI	RWI
Science	<p><u>How do the seasons impact on what we do?</u> Observe and comment on changes in the seasons.</p> <p>Name the seasons and suggest the type of weather in each season.</p>		<p><u>What materials should the Three Little Pigs have used?</u> Identify and compare the suitability of a variety of everyday materials including woods, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be</p>		<p><u>How can we grow our salad? & how will 5 a day help me keep healthy?</u> <u>PLants</u> Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p>	

	<p>Explain how the weather changes throughout the year and name the seasons.</p> <p><u>Why does it get darker earlier in the winter?</u></p> <p>Observe and describe the weather associated with the season and how day and length varies.</p> <p>Observe and comment on changes in the seasons.</p>	<p>changed by squashing, bending, twisting and stretching.</p> <p><u>Why are humans not like tigers?</u></p> <p><u>Animals</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). • 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>Identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>Identify and name a variety of common animals that are birds.</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out why plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Animals including humans</u></p> <p>Find out about the basic needs of animals including humans for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: · Ask simple scientific questions. · Use simple equipment to make observations. · Carry our simple tests. · Suggest what I have found out. · Use simple data to answer questions</p>			
<p>Geography</p>	<p><u>Where do and did the wheels on the bus go?</u></p> <p>Location knowledge</p> <p>name, locate and identify characteristics of the four countries and capital cities of</p>	<p><u>Where would you prefer to live England or Africa?</u></p> <p>Locational knowledge</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p><u>.Why do we love to be beside the seaside?</u></p> <p>Geographical skills and fieldwork</p>

	<p>the United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>devise a simple map; and use and construct basic symbols in a key</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place knowledge</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 small area in a contrasting non-European country.</p> <p>Geographical skills & fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p><u>Why can't a meerkat live in the North Pole?</u></p> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • 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>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key .</p> <p>Use simple fieldwork and observational skills to study the geography of a small area of the United Kingdom and the key human and physical features of its surrounding environment.</p>
--	---	--	--

Geography	Key Stage 1 -Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness					
History	<p><u>Where do and did the wheels on the bus go?</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life .</p> <p><u>Why were Christopher Columbus, Neil Armstrong and Amelia Earhart very brave?</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period.</p>			<p><u>Why did the Titanic sink?</u> Events beyond living memory that are significant nationally or globally [Titanic/Fire of London)</p>		
History	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.					
Maths - White Rose	<p>Number: Place Value (4 Weeks)</p> <p>Y1- Numbers to 20 Y2 - Numbers to 100</p> <p>Y1 -Can I read and write numbers from 1 to 20 in numerals and words?</p>	<p>Number : Subtraction (4 weeks)</p> <p>Y1 - Numbers within 20 (Including money)</p> <p>Y2 -Numbers within 100 (including money)</p>	<p>Number: Division (3 weeks)</p> <p>Y1 -Division and consolidation Y2 - Division</p> <p>Y2 - Can I recall and use multiplication and division facts for the 2, 5 and 10</p>	<p>Geometry: (3 weeks)</p> <p>Y1- Shape and consolidation Y2 - Properties of shape</p> <p>Y1 - Can I recognise and name common 2-D and 3-D shapes, including:</p>	<p>Measurement: (2 weeks)</p> <p>Y1/2 -Time</p> <p>Y1 - Can I compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]?</p>	<p>Problem Solving and efficient methods (2 weeks)</p> <p>Consolidation and Investigations</p>

	<p>Y1-Can I identify one more and one less and identify and represent numbers using objects and pictorial representations?</p> <p>Y1-Can I use the number line, and use the language of: equal to, more than, less than (fewer), most, least to compare?</p> <p>Y2 - Can I count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward?</p> <p>Y2 - Can I recognise the place value of each digit in a two-digit number (tens, ones)?</p> <p>Y2 - Can I identify, represent and estimate numbers using different representations, including the number line?</p>	<p>Y1 - Can I read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs?</p> <p>Y1 -Can I represent and use number bonds and related subtraction facts within 20?</p> <p>Y1 -Can I add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Y1 -Can I solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - - 9$?</p>	<p>multiplication tables, including recognising odd and even numbers?</p> <p>Y2 - Can I calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs?</p> <p>Y2 - Can I show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot?</p> <p>Y2 - Can I solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and</p>	<p>2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]?</p> <p>Y2 - Can I identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line?</p> <p>Y2 -Can I identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces?</p> <p>Y2 - Can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]?</p>	<p>Y1 - Can I measure and begin to record time in (hours, minutes, seconds)?</p> <p>Y1 - Can I sequence events in chronological order using language [for example, before and after, next, first, today]</p> <p>Y1 - Can I tell the time to the hour and half past the hour and draw the hands on a clock face to show these times?</p> <p>Y2 - Can I compare and sequence intervals of time?</p> <p>Y2 - Can I tell and write the time to five minutes, including quarter past/to the hour and draw the</p>	<p>(4 weeks)</p>
--	--	--	--	--	--	-------------------------

	<p>Y2 - Can I compare and order numbers from 0 up to 100; use <, > and = signs?</p> <p>Y2 - Can I read and write numbers to at least 100 in numerals and in words?</p> <p>Y2 - Can I use place value and number facts to solve problems?</p> <p>Number: Addition</p> <p>(2 Weeks)</p> <p>Y1 - Numbers within 20 (Including money)</p> <p>Y2 - Numbers within 100 (including money)</p> <p>Y1 - Can I recognise and know the value of different denominations of coins and notes?</p> <p>Y2 - Can I recognise and use symbols for pounds (£) and pence (p); combine</p>	<p>Y2 - Can I solve problems with addition and subtraction:</p> <p>-using concrete objects and pictorial representations, including those involving numbers, quantities and measures --applying their increasing knowledge of mental and written methods?</p> <p>Y2 - Can I recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ?</p> <p>Y2 - Can I add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>- a two-digit number and ones</p>	<p>division facts, including problems in contexts?</p> <p>Number:</p> <p>(2 weeks)</p> <p>Y1 - Place value -to 100</p> <p>Y2 - Statistics</p> <p>Y1 -Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Y1 -Can I count, read and write numbers to 100 in numerals?</p> <p>Y2 - Can I interpret and construct simple pictograms, tally charts, block diagrams and simple tables?</p>	<p>Y2 - Can I compare and sort common 2-D and 3-D shapes and everyday objects?</p> <p>Geometry:</p> <p>(1 week)</p> <p>Position and Direction</p> <p>Y1 - Can I describe position, direction and movement, including whole, half, quarter and three quarter turns?</p> <p>Y2 - Can I order and arrange combinations of mathematical objects in patterns and sequences?</p> <p>Y2 - Can I use mathematical vocabulary to describe position, direction and movement,</p>	<p>hands on a clock face to show these times?</p> <p>Y2 - Can I know the number of minutes in an hour and the number of hours in a day?</p> <p>Measurement:</p> <p>(3 weeks)</p> <p>Y1 - Weight and Volume</p> <p>Y2 - Mass, Capacity and Temperature</p> <p>Y1 - Can I compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] and capacity and volume [for example, full/empty, more than,</p>	
--	--	--	---	--	---	--

	<p>amounts to make a particular value?</p> <p>Y2 Can I find different combinations of coins that equal the same amounts of money?</p> <p>Y2 - Can I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change?</p>	<p>- a two-digit number and tens</p> <p>- two two-digit numbers --adding three one-digit numbers?</p> <p>Y2 - Can I show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot?</p> <p>Y2- Can I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems?</p> <p>Number: (3 weeks)</p>	<p>Y2 - Can I ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity?</p> <p>Y2- Can I ask and answer questions about totalling and comparing categorical data?</p> <p>Measurement:</p> <p>(1 week)</p> <p>Length and Height</p> <p>Y1 - Can I compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]?</p>	<p>including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)?</p> <p>Number:</p> <p>(3 weeks) Fractions</p> <p>Y1 /2</p> <p>Y1 - Can I recognise, find and name a half as one of two equal parts of an object, shape or quantity?</p> <p>Y1 - Can I recognise, find and name a quarter as one of four equal parts of an object, shape or quantity?</p> <p>Y2 - Can I recognise, find, name and write</p>	<p>less than, half, half full, quarter]?</p> <p>Y2 - Can I choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels?</p> <p>Y2 - Can I compare and order mass, volume/capacity and record the results using >, < and =?</p>	
--	---	--	--	---	--	--

		<p><i>Y1- Place value to 50 and Multiplication</i></p> <p><i>Y2 - Multiplication</i></p> <p>Y1 -Can I count in multiples of twos, fives and tens?</p> <p>Y1 - Can I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher?</p>	<p>Y1 - Can I measure and begin to record lengths and heights?</p> <p>Y2 - Can I choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm to the nearest appropriate unit, using a ruler?</p> <p>Y2 - Can I compare and order lengths and record the results using >, < and =?</p>	<p>fractions 3 1 , 4 1 , 4 2 and 4 3 of a length, shape, set of objects or quantity?</p> <p>Y2 - Can I write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$?</p>		
<p>Computing Purple Mash</p>	<p>Purple Mash</p> <p>2.1 Coding and computational thinking</p> <p>Prog: 2code</p> <p>Link to Think You Know internet safety also taught.</p>	<p>Purple Mash</p> <p>2.2 Internet Safety</p> <p>Prog:various</p>	<p>Purple Mash</p> <p>2.3 Spreadsheets</p> <p>Prog:2calculate</p>	<p>Purple Mash</p> <p>2.4 Questioning, databases and graphs</p> <p>Pog: 2question, 2investigate</p>	<p>Purple Mash</p> <p>2.5 Effective searching, internet and email</p> <p>Prog:browser</p> <p>2.6 Creating pictures</p> <p>Prog:2paint a picture</p>	<p>Purple Mash</p> <p>2.7 Making music</p> <p>Prog: 2 sequence</p> <p>2.8 Presenting Ideas</p> <p>Prog:various</p>

<p>In KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs □ use technology purposefully to create, organise, store, manipulate and retrieve digital content □ recognise common uses of information technology beyond school □ 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. 						
PSHE	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	Relationships Building positive, healthy relationships	CM (Changing Me) Coping positively with change
Art (LCC)	Sewing - joining materials, Christmas craft, Binca bookmarks and felt decorations		African masks - range of materials, colour, texture, Yinka Adeyemi Tie-dye - colour and pattern Clay pot - sculpture, pattern		Seaside- colour mixing, shades, brush strokes	Printing - block printing/polystyrene. Titanic Sketching - line and form, Titanic
<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 						
DT (LCC)	Explore a range of components. Study wheels and axles on vehicles, bikes, scooters and through construction material. Design, make and evaluate their own purposeful vehicles.	Design, make and evaluate a range of materials to construct houses from (link 3 little pigs), sort materials and evaluate strength, rigidity and stability.			Design, make and evaluate different salads and fruit salads Food prep and hygiene	
	<p>Design</p> <ul style="list-style-type: none"> □ design purposeful, functional, appealing products for themselves and other users based on design criteria □ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 					

	<p>Make</p> <ul style="list-style-type: none"> □ select from and use a range of tools and equipment to perform practical tasks [for example, 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 <p>Evaluate</p> <ul style="list-style-type: none"> □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> □ build structures, exploring how they can be made stronger, stiffer and more stable □ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and Nutrition</p> <p>Use the basic principles of healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>					
Music (Charanga)	Hey you Christmas Production	My stories Christmas Production	Everyone	Our World	Big Bear Fung https://www.bbc.co.uk/teach/school-radio/music-ks1-little-red-riding-hood-song1/z74txyc	Reflect, Rewind ,Replay Sun Sea & Sand https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-1-the-big-ship-sails-on-the-ally-ally-oh/zb7spg8
<ul style="list-style-type: none"> • Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • 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. 						
RE	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?	Who is Jewish and how do they live?	Who do Christians say made the world?	How should we care for others and for the world, and why does it matter?
PE	Dance • Can they move to music?		Gymnastics		Games • Can they throw underarm?	

	<ul style="list-style-type: none"> • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? 	<ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways? 	<ul style="list-style-type: none"> • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways?
--	---	---	--

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement pattern

Swimming in KS1 and KS2:

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations