



LONG TERM PLANNING Reception, Year 1 & Year 2

Year R						
Topic Title	Autumn 1 Owl Babies	Autumn 2 The Jolly Postman	Spring 1 The Pirate Cruncher (Ocean & Titanic book)	Spring 2 Handa's Surprise	Summer 1 The Bad Tempered Ladybird	Summer 2 3 Billy Goats Gruff & Jack and the Beanstalk KOW
Communication and Language	Maintains attention. Concentrates and sits quietly. Is able to follow directions. Links statements and sticks to a main theme.	Joins in repeated refrains. Is able to follow directions. Use language to imagine and recreate roles and experiences .	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves clearly, effectively showing awareness of listeners needs.	Listening to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions. Answering 'how' and 'why' questions. Use talk to organise, sequence and clarify thinking.	Give attention to what others say, respond appropriately while engaged in another activity. Extends vocabulary by grouping and naming.	Use talk to organise, sequence and clarify thinking. Express themselves clearly, effectively showing awareness of listeners needs.
Physical Development	To sit still appropriately during carpet. Draw lines and circles using gross motor. Anti clockwise movement. To be able to use scissors to snip. Catch a large ball.	Holds pencils in tripod grip. Begins to form recognise letters. To jump off an object and land appropriately. To hop.	To experiment with different ways of moving. To use simple tools for effect.	Holds pencil effectively to form recognisable letters. To use simple tools for effect.	Holds pencil effectively to form recognisable letters. To use simple tools for effect.	Holds pencil effectively to form recognisable letters. To use simple tools for effect.
Personal, Social & Emotional Development	New beginnings <i>Getting to know each other.</i> <i>The school and class rules.</i> Aware of own feelings and know that some actions and words can hurt others feelings. Adapt behaviour to different event. Aware of boundaries set.	Getting on/ Falling out Bullying <i>Cooperation.</i> <i>Making and sustaining friends</i> To talk to others about wants and needs.	Going for Goals! <i>Over coming obstacles to success.</i> Can describe self in positive terms and talk about abilities.	Good to be me <i>Feeling proud.</i> <i>Standing up for myself.</i> To be able to negotiate conflicts and come up with solutions.	Relationships <i>Agreeing and disagreeing.</i> To be able to negotiate and solve problems without aggression.	Changes <i>Transition and change.</i> To adjust their behaviour to different situations and take changes to the routine in their stride.
Literacy	Gives meaning to marks. Hear and say the initial sounds. Holds a book the correct way. Knows print carries reading. (speech bubbles) Use vocabulary and forms of	To continue a rhyming string. Hear and say the initial sounds. To oral blend and segment simple cvc words. Links letters to sounds. Uses some letters to	Read simple words. To read some tricky words. To recognise alliteration. To write labels and captions. Attempts to write short	Read and understand simple sentences. Use phonic knowledge to decode regular words. Read some common irregular words.	Read and understand simple sentences. Use phonic knowledge to decode regular words. Read some common irregular words.	Read and understand simple sentences. Use phonic knowledge to decode regular words. Read some common irregular words. Use phonic knowledge to write

	speech influenced by books.	communicate meaning. To write labels and captions. Begin to read words and simple sentences. (Lists) Use vocabulary and forms of speech influenced by books.	sentences. To know information can be retrieved from books and computers. Use vocabulary and forms of speech influenced by books.	To know information can be retrieved from books and computers. Use vocabulary and forms of speech influenced by books.	Use phonic knowledge to write words and irregular common words. To write short sentences that can be read by themselves and others. Use vocabulary and forms of speech influenced by books.	words and irregular common words. To write short sentences that can be read by themselves and others. Use vocabulary and forms of speech influenced by books.
Mathematics	Pattern (colour, shape, objects) Talk about and explain patterns. Say number names in order. (20+) Count up to 10 objects. Count actions and things which can not be touched. Estimate a number of objects. To represent amounts in own way. To count from a larger groups. To recognise numerals 1—5 To say 1 more/less 1-5	2d Shape Order objects by size. To describe position and direction. To understand the concept of addition. To understand the concept of subtraction. To represent amounts in own way. To understand the vocabulary of money. Sort coins. Recognise numerals 1– 10 To order numbers to 10. To say 1 more/less 1-10	Use language more/less greater/smaller to compare two numbers. (cardinal) Adding/ subtracting To represent amounts in own way. 3d Shape Understand the concept of 0 Counting in 2's Length Recognise numerals 1– 15 To order numbers to 15 To say 1 more/less 1-15	Adding/ subtracting problems. To represent amounts in own way. Comparing and ordering number. Say number which lie between. Shape (names and property) Order a set of given number. Pattern. Counting in 2's & 10's Recognise numerals 1– 20 To order numbers to 20 To say 1 more/less 1-20	Adding/ subtracting problems. To represent amounts in own way. Comparing and ordering number. Say number which lie between. To begin to know number pairs to 10. Order a set of given number. Counting in 2's, 5's & 10's Weight - order and compare Recognise numerals 1– 20 To order numbers to 20 To say 1 more/less 1-20	Adding/ subtracting problems. To represent amounts in own way. Comparing and ordering number. Say number which lie between. To begin to know number pairs to 10. Order a set of given number. Counting in 2's, 5's & 10's Length - order and compare Recognise numerals 1– 20 To order numbers to 20 To say 1 more/less 1-20
Understanding the World	Features of a bird. To make observations of animals. To talk about changes. To remember and talk about significant events in their own experience.	To some creatures do not exist. (dragons) Shows care and concern for living things and the environment. To talk about different environments and how they might differ.	To know the features of boats. To know that some objects float and sink. To begin know the key parts of the Titanic story. To talk about different environments and how they might differ. To talk about changes. (ice)	To talk about different environments and how they might differ. To talk about the similarities and differences in relation to friends and family. To know other children do not always share the same experiences.	To know features of mini beasts. Can talk about some to the things they have observed e.g. plants, animals and objects. To talk about different environments and how they might differ. Recognise and describe special times and events	To make observation of plants. To talk about growth, decay and changes. Can talk about some to the things they have observed e.g. plants, animals and objects.
Computing	Exploring ICT in the classroom environment. Using toys with remote controls, buttons and switches.	Exploring the interactive white board- using pen function and moving images.	Name writing- finding/typing letters on a keyboard. Continuation of engaging with ICT in the classroom, using toys with increased control and skill.	Logging on independently- completing age appropriate games. Clicking on icons.	Exploring different software programmes such as paint, simple city and story maker.	Selecting software and hardware for different purposes. Using toys such as cameras, cd players and Bee-Bots with skill.
Expressive Arts & Design	To form simple images. To add details for effect. Stone owls. Owl images.	Manipulates materials to achieve a planned effect. Clay Diva lamps. Christmas cards Christmas decoration	Explores what happens when they mix colours. Constructs with a purpose in mind. Boats Icy pictures.	To use colour for purpose. Understand that different media can be combined to create new effects. African jewellery. Weaving African shields.	Constructs with a purpose in mind. Manipulates materials to achieve a planned effect. Experiments to create different textures. 3D mini beasts Animal habitats	Understand that different media can be combined to create new effects. Collages faces.

R.E	What makes us special? Harvest	Why do we have celebrations? The Christmas Story	Why should we care for the world around us? (Formerly 'What makes our world wonderful?')	What makes a place special? The Easter Story	Why are stories special? Bible Stories	What makes something special?
Music Across All Terms	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances. • play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments. • listen with concentration and understanding to a range of high-quality live and recorded music – recorded music on Charanga. • experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology. 					
Music	Human Bodies Simple Rhymes – Head shoulders knees and toes. Hands Feet Heart Nursery Rhymes Unit Charanga	Christmas songs carols Charanga Hurring to Bethlehem Tell the Christmas Story	Musitrax 1 - singing, clapping, movement, rhythm games, instrumental games. E.g Trax so- mi la – so – mi mi – re – do	Handa's Surprise – I Go Africa Charanga songs. Sanibonani – African Songs	Musitrax 2 singing, clapping, movement, rhythm games, instrumental games. E.g Trax Pentatonic Do Diatonic 1 Do Diatonic 2	Famous Composers 1930-1960 Vaughn Williams Prokiev Aaron Copeland

Year 1

Topic Title	Autumn 1 Busy Bodies Science/DT / ART	Autumn 2 Whizz, bang, pop! Science /History	Spring 1 Commotion in the Ocean(Titanic) Geography	Spring 2 I'll Huff and I'll Puff! Science / History	Summer 1 Bugs and Beasts Science	Summer 2 Backpacks and passports) (uk map work) Geography
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ENGLISH	<p>Reading</p> <ul style="list-style-type: none"> • Match graphemes for all phonemes • Read accurately by blending sounds • Read words with very common suffixes • Read contractions & understand purpose • Read phonics books aloud • Link reading to own experiences • Join in with predictable phrases • Discuss significance of title & events • Make simple predictions <p>Writing</p> <ul style="list-style-type: none"> • Name letters of the alphabet • Spell very common 'exception' words • Spell days of the week • Use very common prefixes & suffixes • Form lower case letters correctly • Form capital letters & digits • Compose sentences orally before writing • Read own writing to peers or teachers <p>Grammar</p> <ul style="list-style-type: none"> • Leave spaces between words • Begin to use basic punctuation: . ? ! • Use capital letters for proper nouns. • Use common plural & verb suffixes <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Listen & respond appropriately • Ask relevant questions • Maintain attention & participate 					
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Book -Funny bones	Non-fiction book Peace at last-lights theme/night time	Fiction book –rhythmic fiction Commotion in the ocean	Book- 3 Little Pigs –materials Non-fiction –materials	Book -Secret book Children's Usborne In the garden Oxford Reading Tree	Book- Pip at the seaside , Kipper the dog the seaside ,m , Steven the Seagull at the Seaside Seaside poems and raps Postcards Non-fiction –transport
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MATHS	<p>Number/Calculation Count to / across 100</p> <ul style="list-style-type: none"> • Count in 1s, 2s, 5s and 10s • Identify 'one more' and 'one less' • Read & write numbers to 20 • Use language, e.g. 'more than', 'most' • Use +, - and = symbols • Know number bonds to 20 					
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	<ul style="list-style-type: none"> • add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems, including simple arrays <ul style="list-style-type: none"> • Geometry & Measures • Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest • Begin to measure length, capacity, weight • Recognise coins & notes • Use time & ordering vocabulary • Tell the time to hour/half-hour • Use language of days, weeks, months & years • Recognise & name common 2-d and 3-d shapes • Order & arrange objects • Describe position & movement, including half and quarter turns • <p>Fractions Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$</p>
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SCIENCE	<p>Animals, including humans</p> <ul style="list-style-type: none"> • 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>(including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ performing simple tests ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions. 	<p>Seasonal changes 2 weeks each term</p> <ul style="list-style-type: none"> • observe changes across the four seasons <p>Observe and describe weather associated with the seasons and how day length varies</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> • 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) <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ▪ observing closely, using simple equipment ▪ identifying and classifying 	<p>Seasonal changes 2 weeks each term</p> <ul style="list-style-type: none"> • observe changes across the four seasons <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Everyday Material</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties <p>(Hard/soft; stretchy/stiff; shiny/dull; rough/smooth;</p>	<p>Plants</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>(Including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, and stem).</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple 	<p>Plants continued</p> <p>Seasonal changes 2 weeks each term</p> <ul style="list-style-type: none"> • observe changes across the four seasons <p>Observe and describe weather associated with the seasons and how day length varies</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ identifying and classifying
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				<p>bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Study a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.)</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ gathering and recording data to help in answering questions. 	<p>equipment</p> <ul style="list-style-type: none"> ▪ performing simple tests ▪ identifying and classifying 	
Yr 1	<p>Autumn 1 Busy Bodies</p> <p>Science/DT / ART</p>	<p>Autumn 2</p> <p>Whizz, bang, pop!</p> <p>Science /Geography</p>	<p>Spring 1 Commotion in the Ocean(Titanic) Geography</p>	<p>Spring 2 I'll Huff and I'll Puff!</p> <p>Science / History</p>	<p>Summer 1 Bugs and Beasts</p> <p>Science</p>	<p>Summer 2 Backpacks and passports) (uk map work) Geography</p>

<p>GEOGRAPHY</p>		<p><u>Physical/Human Geography</u></p> <ul style="list-style-type: none"> Identify seasonal 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- in 2nd half term when 2 weeks on seasons. <p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. 	<p><u>Day trip to Woking</u></p> <p><u>Skills and Fieldwork</u></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 Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Locational Knowledge</u></p> <p>Name and locate the worlds 7 continents and 5 oceans C/C Commotion in the Ocean.</p>			<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Study Godalming/Study of school</u></p> <p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.
<p>HISTORY</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>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 periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Significant historical events, people and places in their own locality.</p>					

	<p>Busy Bodies</p> <ul style="list-style-type: none"> Lives of significant individuals in the past who have contributed to national achievements. Chronology and timeline Ask and answer questions <p>Florence Nightingale v modern day</p> <p>Modern day visitors and re-enactment – ambulance and nurse</p>	<p>Whizz Bang Pop</p>	<p>COMMOTION IN THE OCEAN</p> <p>Jack Phillips</p> <p>2 days Titanic school project</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	<p>I'll huff and I'll Puff</p> <p>How houses have changed materials etc</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. Changes within living memory - where appropriate, these should be used to reveal aspects of change in national. 	<p>SECRET GARDEN</p>	<p>Backpacks and Passports</p> <p>Brooklands visit – transport past and present</p> <ul style="list-style-type: none"> Lives of significant individuals in the past who have contributed to national achievements. (differences ,people travel abroad nowadays) explorer old/new=Christopher Columbus v Ranulph Fiennes Aeroplanes =Wright brothers/ Amy Johnson
D & T	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate build</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>Structures, exploring how they can be made stronger, stiffer and more stables</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>					
	<p>Cooking and Nutrition- (Fruit salad)</p> <ul style="list-style-type: none"> use basic principles of a healthy and varied diet to prepare dishes, Understand where food comes from. 			<p>House furniture made from lolly sticks / wood</p> <p>purposeful, functional & appealing products</p>		<p>Seaside Moving pictures mechanisms linked to Seaside/past /present</p>
ART & DESIGN	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>					
<p>Drawing</p> <p>Print making</p> <p>Paint</p> <p>Textiles</p> <p>Sculpture</p> <p>Collage</p> <p>artists</p>	<p>Skeleton</p> <p>Printing –different parts of the body</p> <p>Straw skeleton art</p> <p>Sketching people</p> <p>Drawing self-portraits- ,friends, teachers (share ideas, experiences and imag-</p>	<p>Linked to using leaves, feathers cones etc to create relief stencils to print</p> <p>Collage with Autumn art</p>	<p>sea life</p> <p>Sharon Cummings tropical fish art.</p> <p>CC Science – structure of animals with clay</p>	<p>Easter Art: Symbols of Easter, wool pom poms chicks and bunnies, decorate eggs marbling with ink (share ideas, experiences and imagination) (develop techniques in using colour, line, tex-</p>	<p>Choose from</p> <p>Artists: Monet-Blue Water Lilies</p> <p>Andy Warhol -flowers</p> <p>Van Gogh-Vase with Pink Roses or sunflowers</p> <p>Andy Goldsworthy</p> <p>Painting and drawing a</p>	<p>Seaside scenes –collage Pictures of the seaside in different media Observational drawings of shells . (explore line, colour, shadow)Water colours, water pictures, seaside repeating patterns, pattern, line & texture</p>

	<p>ination) Explore colour, line and shape looking at the face, skin, mix paints, hair colour e.c.t (develop techniques in using colour, line and shape) Artist: Picasso: portraits. (Making links to their own work). Self-portrait in the style of Picasso (explore colour and line)</p>			ture, pattern and	<p>range of plants. (use drawing and painting to share ideas and imagination) Leaf and petal prints. (Develop techniques in using colour, texture, line and form) Sculpture: create minibeasts with clay, using natural resources from their imaginary habitat. (use clay creatively to design and make products) (Use sculpture to develop their imagination)</p>	<p>Collage pictures of the seaside using a range of paper materials and sand (use materials creatively to design and make products) Create seaside pictures using wool and weaving, colour and texture</p>
COMPUTING	<p>One online safety lesson every half term 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.</p>					
	<p>Recognise common uses of IT beyond school. <i>Devices at home and school</i> <i>Revisit smart rules for online safety</i></p>	<p>Use logical reasoning to predict the behaviour of simple programmes. Lightbot and Bee bots <i>Revisit smart rules for online safety</i></p>	<p>Use technology purposefully to create, organise, store, manipulate & retrieve digital content. Face files about under the sea linked to main text <i>Revisit smart rules for online safety</i></p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <i>Scratch</i> <i>Beebots</i> <i>Revisit smart rules for online safety</i></p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <i>Code it.org</i> <i>Revisit smart rules for online safety</i></p>	<p>Use technology purposefully to create, organise, store, manipulate & retrieve digital content. <i>Newspaper article vehicle design</i> <i>Art text & multimedia software</i> <i>Revisit smart rules for online safety</i></p>
RELIGIOUS EDUCATION	<p>Why is harvest a worldwide celebration? 4-5 hours) Diwali –Oct 23rd</p>	<p>Christmas 1 – why is Christmas important to Christians? (2-3 hours) Diwali Bonfire Night- Nov 5th What might ‘God’ be like? (2-3 hours)</p>	<p>How do Muslims pray(2-3 hours) In what ways is the mosque special to Muslims? (3-4 hours)</p>	<p>Easter 1 – What do eggs have to do with Easter? (2-3 hours) What makes a church different from other buildings?(4-6 hours)</p>	<p>Who were Jesus’ friends? (5-6hours)</p>	<p>Why is the Qur’an important to Muslims? Who is Muhammad (pbuh)? (4-6 hours)</p>
<p>Continue to follow locally- agreed syllabus for RE 36 hours per year in KS1</p>						
PHSE & SEAL & RSE & KSDA – Linked subjects	<p>New Beginnings – SEAL 1. Devising a class charter 2. Getting to know each other</p>	<p>SEAL Getting on/ Falling out Bullying – RSE about the nature of Friendship</p>	<p>SEAL -Changes KSDA -about the different roles of medicines and how they are taken</p>	<p>SEAL -Good to be me PSHE -■ some of the aspects of a healthy lifestyle that leisure activities and</p>	<p>P.S.H.E- Relationships RSE - what a family is ■ that there are different types of families ■ how family members care</p>	<p>SEAL - Going for Goals! to identify people who can help them to know when and how to</p>

<p>fruit and vegetables'</p> <p>Science Sc2 Life processes and living things</p> <p>2b that humans and other animals need food and water to stay alive</p> <p>2c that taking exercise and eating the right types and amounts of food help humans to keep healthy</p> <p>Scheme of work units 1a 'Ourselves' and 2a 'Health and growth'</p> <p>PE -4a how important it is to be active</p> <p>4b recognise and describe how their bodies feel during different activities</p>	<p>3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices</p> <p>RSE -That there are special people in our lives</p> <p>PSHE -about what activities make up a healthy day and use this information to reflect on their own lifestyle</p> <p>In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught: about respect for the self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people's lives a basic understanding of enterprise.</p>	<p>Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety</p> <p>Core theme 2: Relationships In Key Stages 1 and 2, pupils should be taught: how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships.</p>	<p>•that medicines affect the body •how medicines can be harmful if not used properly •about people who can give different types of medicine •how to identify and describe feelings associated with being unwell or injured •About rules that apply to Medicine that medicines can be harmful if not used properly •ways to stay safe around medicines</p> <p>1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - looking after animals 6. Who else looks after animals?</p>	<p>rest are important in a healthy lifestyle</p> <p>that they can make choices to keep themselves healthy</p> <p>1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for Myself</p> <p>Core theme 1: Health and Wellbeing In Key Stages 1 and 2, pupils should be taught: what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, such as puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing</p>	<p>for one another</p> <p>1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other.</p>	<p>ask for help</p> <p>KSDA - that rules are important for keeping safe • about different rules for different places, eg keeping safe in the classroom, playground and at home •how to identify people who can help keep them safe •that actions have consequences •how to discuss and negotiate an agreement with others</p> <p>1. SRE: keeping clean 2. SRE: growing and changing 3. SRE: families and care 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal.</p>
<p>MUSIC</p>	<p>MUSIC – All Terms</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances. • play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments. • listen with concentration and understanding to a range of high-quality live and recorded music – recorded music on Charanga. • experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology. 					
	<p>Hey You! A Hip Hop Song for Children</p> <p>Six-week Unit of Work. All the learning is focused around one song: Hey You!. Integrated approach to music where</p>	<p>Bonfire Night- Bang ,wham fizz wizz</p> <p>Christmas songs Little Angel Gets Her Wings by Nick Perrin - A Christmas Production</p>	<p>The Animals topic contains a range of songs - Charanga</p> <p>In the Groove – Charanga Unit</p>	<p>Oceans / Seas and Rivers Songs Charanga</p>	<p>Round and Round – 6 Six week Unit Charanga</p>	<p>Songs from the seaside old /present – oh I do like to be beside the seaside</p> <p>Reflect Rewind Replay - 6 week unit Charanga</p>

	games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	A production for KS1				
PE	<p>Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p><i>Gymnastics</i> Stretching and curling , balancing, sequencing</p>	<p>Perform dances using simple movement patterns.</p> <p><i>Dance</i> Feelings and emotions shown through the face and body, respond to a variety of music, Firework and bonfire dances</p>	<p>Perform dances using simple movement patterns.</p> <p><i>Dance</i> Move like sea creatures and the ocean, "Under the Sea by Little Mermaid!" perform a sequence to that song up to approx. 1 minute</p>	<p>Master basic movements including running, jumping, throwing and catching.</p> <p><i>Games</i> large ball skills , small ball skills</p>	<p>Master basic movements including running, jumping, throwing and catching.</p> <p><i>Games/Athletics</i> Obstacle courses and related skills e.g. skipping, dodging, sprinting etc.</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><i>Team games/Sports Day</i> Hockey, cricket, and sports day skills</p>

Year 2 Long term planning

Topic Title	Autumn 1 Island Adventures (Katy Morag & The Light House Keepers Lunch)	Autumn 2 Out of the Ashes (Mary, Mary...Baker's Girl)	Spring 1 Icebergs Ahoy! (Polar The Bear & N/F text about Titanic)	Spring 2 Raise the Drawbridge (George and the Dragon)	Summer 1 Wild Things (Where the wild things are)	Summer 2 Wild Things (The Tin Forest) Galapagos Islands
ENGLISH	<p>Reading</p> <ul style="list-style-type: none"> Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences <p>Writing</p> <ul style="list-style-type: none"> Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof-reading <p>Grammar</p> <ul style="list-style-type: none"> Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English <p>Speaking & Listening</p> <ul style="list-style-type: none"> Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding 					
	Books- Katy Morag & The Light House Keepers Lunch directions on maps/Instructions for making lunch	Book-Mary, Mary...The Baker's Girl (the story of the Great Fire of London) Diary writing –Samuel Pepys	Book- Polar (the bear who survived the Titanic) N/F texts about Titanic Newspaper article about the sinking headlines	Book- George And The Dragon Information texts about castles Film: How to train your dragon Dragon myths and legends story book Describe famous dragons Create a guide book to dragons or dragon training.	Book –Where The Wild Things Are Tin Forest Descriptive writing	
MATHS	<p>Number/Calculation</p> <ul style="list-style-type: none"> Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication 					

	<p>Geometry & Measures Know and use standard measures</p> <ul style="list-style-type: none"> • Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds • Tell time to the nearest 5 minutes • Identify & sort 2-d & 3-d shapes • Identify 2-d shapes on 3-d surfaces • Order and arrange mathematical objects • Use terminology of position & movement <p>Fractions</p> <ul style="list-style-type: none"> • Find and write simple fractions • Understand equivalence of e.g. $2/4 = 1/2$ <p>Data</p> <ul style="list-style-type: none"> • Interpret simple tables & pictograms • Ask & answer comparison questions • Ask & answer questions about totalling 					
Topic Title	Autumn 1 Island Adventure (The Lighthouse Keeper's Lunch)	Autumn 2 Out of the Ashes (Mary, Mary...Baker's Girl)	Spring 1 Icebergs ahoy! & Titanic (Polar, the bear)	Spring 2 Raise the Drawbridge (George and the Dragon)	Summer 1 Wild Things (Where the Wild Things are and The Tin Forest)	Summer 2 Wild Things SATS (The Greening)
SCIENCE	<p>Everyday Materials</p> <p>Properties of materials</p> <ul style="list-style-type: none"> • Children identify and compare a variety of everyday materials, including wood, 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 changed by squashing, bending, twisting and stretching. • Working scientifically comparing materials and finding out how the shapes of solid objects can be changed. • Waterproofing <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways 	<p>Everyday Materials continued</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Identify and classify • Ask simple questions and recognise that they can be answered in different ways • Gather and record data to help answer questions • Observe closely using simple equipment 	<p>Animals including humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about 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>(Egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, and adult.)</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Identify and classify • Ask simple questions and recognise that they can be answered in different ways • Use his/her observations and 	<p>Animals including <u>humans</u> continued</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Identify and classify • Gather and record data to help answer questions • Ask simple questions and recognise that they can be answered in different ways • Use his/her observations and ideas to suggest answers to questions • Observe closely using simple equipment 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • Identify and name a variety of plants and animals in their habitats, including micro-habitats • 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>Working Scientifically</p> <ul style="list-style-type: none"> • Use simple equipment to 	<p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Working Scientifically</p> <ul style="list-style-type: none"> • Perform simple tests • Ask simple questions and recognise that they can be answered in different ways • Use his/her observations and ideas to suggest answers to questions • Observe closely using simple equipment

	<ul style="list-style-type: none"> • Use his/her observations and ideas to suggest answers to questions • Gather and record data to help answer questions • Observe closely using simple equipment • Identify and classify 		<p>ideas to suggest answers to questions.</p> <ul style="list-style-type: none"> • Observe closely using simple equipment 		<p>observe closely</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways • Use his/her observations and ideas to suggest answers to questions • Observe closely using simple equipment 	
GEOGRAPHY	<p>Island Adventure (The Lighthouse Keeper's Lunch) Study Isle of Struay -Katie Morag</p> <p><u>Skills/fieldwork</u></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 <p><u>Human/physical</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Out of the Ashes (Mary, Mary...Baker's Girl)</p>	<p>Icebergs ahoy! & Titanic (Polar, the bear)</p> <p><u>Locational geography</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans <p><u>Human/physical</u></p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Spring 2 Raise the Drawbridge (George and the Dragon)</p>	<p>Wild Things (Where the Wild Things are) Studying a contrasting non-European (St. Lucia) country</p> <p><u>Skills/fieldwork</u></p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p><u>Skills/fieldwork</u></p> <ul style="list-style-type: none"> • 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><u>Place knowledge</u></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>Wild Things (The Tin Forest)</p>

HISTORY	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Titanic</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>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 periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Significant historical events, people and places in their own locality</p>					
Design Technology	<p>Island Adventure</p>	<p>Out of the Ashes</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Great fire of London</p> <p>Bonfire Night</p>	<p>Icebergs ahoy!</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Titanic</p> <p>Significant historical events, people and places in their own locality</p> <p>Events of local importance & Significant local people</p> <p>Titanic Jack Phillips</p>	<p>Raise the Drawbridge</p> <p>Significant historical events, people and places in their own locality</p> <p>Victorian Moss lane</p> <p>Bells school</p> <p>Modern moss Lane</p> <p>2 Queens – Elizabeth II and Victoria</p>	<p>Wild Things where the wild things are</p>	<p>Wild Things Tin Forest</p>
<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>						
		<p>Tudor house (wood) from paper / boxes and wood framed</p>			<p>Moving wheeled dragon</p>	<p>Understand where food comes from</p> <p>Wild thing bug- using a battery to make it wiggle</p> <p>Tropical fruit smoothie Banana based St Lucia</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>

ART & DESIGN Drawing Print making Paint Textiles Sculpture Collage artists	<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. 					
	Island Adventure Contemporary found objects sculptures – build own light-house models Printing (Maths – sequencing patterns) Seascapes Collages	Out of the Ashes Fire pictures Colour mixing warm colours palette Chalks on black paper Christmas Cards Prop making for Christmas play	Icebergs ahoy! Cool and warm colour palettes Discuss use of colour in paintings of Titanic Paint own Titanic picture	Raise the Drawbridge Shield making (PSHE/ Fractions – quadrants) Mother’s Day binka (arrays in maths) Easter Cards – collage using collected papers	Wild Things Where the wild things are Land Art – Richard Observational drawing (science Long etc)	Wild Things Tin Forest Making art at the allotment Forest art
COMPUTING	One e-safety lesson every half term <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. <p><i>Revisit smart rules for online safety each half term</i></p>					
	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <i>Beebots</i> <i>Introduce Scratch</i>	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <i>Codeit.org</i> <i>Scratch</i>	Use technology purposefully to create, organise, store, manipulate & retrieve digital content. <i>Powerpoint presentation</i> <i>Art, text and multimedia software.</i>	Use technology purposefully to create, organise, store, manipulate & retrieve digital content. <i>Non-fiction book.</i> <i>Art, text and multimedia software</i>	Create and debug simple programs <i>Espresso Coding Unit 2b</i> <i>Scratch</i>	Recognise common uses of IT beyond school. <i>Devices at home and school</i> <i>Revisit smart rules for online safety</i>
RELIGIOUS EDUCATION	Why did Jesus tell parables?(5-6 hours)	Christmas 2 – What signs are there in the Christmas story? (2-3 hours) Why do Jewish families celebrate Hanukkah (2-3 hours)	Why is the Bible an important book (4-6 hours) What is prayer?(2-3 hours)	How do Christians follow Jesus? (5-6 hours) Easter 2 – Why is Easter important to Christians? (2-3 hours)	Why do Jewish families celebrate Shabbat?(4-6 hours)	What is the Torah and why is it important to Jews?(2-3 hours)
PHSE & SEAL	New Beginnings – SEAL 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices RSE -That there are special	SEAL Getting on/ Falling out Bullying – RSE about the nature of Friendship Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety	P.S.H.E- Relationships RSE - what a family is <ul style="list-style-type: none"> that there are different types of families how family members care for one another 1. Asking for help 2. Feeling loved and cared for 3. Managing	Going for Goals! PSHE - ■ some of the aspects of a healthy lifestyle that leisure activities and rest are important in a healthy lifestyle that they can make choices to keep themselves healthy PSHE -about what activities make up a healthy day and use this information to reflect	SEAL -Changes KSDA -about the different roles of medicines and how they are taken •that medicines affect the body •how medicines can be harmful if not used properly •about people who can give different types of medicine •how to identify and	•About rules that apply to Medicine that medicines can be harmful if not used properly •ways to stay safe around medicines 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility

	<p>people in our lives</p> <p>In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught: about respect for the self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people's lives a basic understanding of enterprise.</p>	<p>Core theme 2: Relationships</p> <p>In Key Stages 1 and 2, pupils should be taught: how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships.</p>	<p>uncomfortable feelings – proud and jealous</p> <p>4. Thoughts, feelings and behaviour</p> <p>5. Dealing with worries</p> <p>6. Supporting each other. (LINKED TO SCIENCE)</p> <p>In Key Stages 1 and 2, pupils should be taught: what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, such as puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing</p>	<p>on their own lifestyle</p> <ol style="list-style-type: none"> 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for Myself <p>Core theme 1: Health and Wellbeing</p> <p>Cross curricular link with science</p>	<p>describe feelings associated with being unwell or injured</p>	<p>- looking after animals</p> <p>6. Who else looks after animals? Changes</p>
MUSIC	<p>MUSIC All Terms</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances. • play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments. • listen with concentration and understanding to a range of high-quality live and recorded music – recorded music on Charanga. • experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology. 					
	<p>I wanna play in a band – singing and playing in an ensemble. Sing play improvise and compose. 6 week unit</p>	<p>Christmas Songs/Carols Little Angel gets her wings production.</p>	<p>Recorder – course Set of class recorders provided by surrey arts music service</p>	<p>Ukulele Course – Charanga music resource Set of Ukuleles provided by PTA</p>	<p>Ukulele Course Music resources</p>	
PE	<p>Master basic movements including running, jumping, throwing and catching. Games/Athletics Tennis, badminton racket/ball</p>	<p>Perform dances using simple movement patterns. Dance fire dance ,fireworks by Katie Perry, performance approx. 3mins , Christmas play</p>	<p>Develop balance, agility and coordination, and begin to apply these in a range of activities. Gymnastics Travelling , jumping, landing</p>	<p>Develop balance, agility and coordination, and begin to apply these in a range of activities. Gymnastics Climbing, rolling, sequencing</p>	<p>Participate in team games, developing simple tactics for attacking and defending. Team games Sports day (tag rugby) Swim competently, confidently and proficiently over a distance of at least 25m. Swimming.</p>	