LONG TERM CURRICULUM PLAN A - YEAR 1/2

YEAR A	Autumn - Discover	Spring - Explore	Summer - Create
English	Colourful Semantics focus for Autumn 1 Fiction: Rhyming Story **Oi Frog!** Outcome: To write your own silly rhyming sentences based on pattern of the text. Non-Fiction: Information Page **Playing with friends** Outcome: To write an historical information page(s) about a topic of your choice (school, home, toys, cooking food) with a heading and 2 sentences which draw comparisons between the past and today.	Poetry: Rhyming Poetry **Tell me a dragon** Outcome: To make individual 'Tell me a Dragon' books. Fiction: Losing Tale **Augustus and his smile** Outcome: To write their own story based on the structure of Augustus and his Smile Non-Fiction: Instructions **Grow your own lettuce** Outcome: To write a double page spread which includes a detailed introduction and a set of instructions.	Fiction: Journey Tale **Sylvia and the Bird** Outcome: To write a narrative about two animals/creatures who become friends and go on a journey. Non-Fiction: Letters **Stella and the seagull** Outcome: To write a letter asking for help with an environmental issue. Poetry: Descriptive Poetry **A first book of the sea** Outcome: To write a poem about a sea creature you have learnt about or write a poem about something you like or enjoy doing linked to the sea. Fiction: Lost and Found **Stuck** Outcome: To write own story based on the pattern of Stuck
Re-Think Reading	RWI comprehensions **Author study:** Kes Grey	Y2: The Suitcase Man on the Moon The Snail and The Whale Y1: All About Flowers Peace at Last **Author study:** Rachel Bright	Very Little Cinderella Turbo Tortoise Tidy Y1: Giant Animals Monkey's Magic Pipe **Author study:** Tom Percival
Class Reads	The Owl Who Was Afraid of the Dark — Jill Tomlinson Look Up! — Nathan Bryon & Dapo Adeola Me and My Hair — Zanib Mian Arlo the Lion Who Couldn't Sleep — Catherine Rayner Traction Man Is Here — Mini Grey	What Do You See When You Look at a Tree? — Emma Carlisle The Smart Cookie — Jory John The Lighthouse Keeper's Lunch — Ronda & David Armitage Tiny: The Secret Adventurer — Aisha Bushby Who Rules the Rockpool? — Matty Long	The Singing Mermaid — Julia Donaldson Grandad's Secret Giant — David Litchfield Splash Day! — Nick Sharratt Stop! That's Not My Story! — Smriti Halls Smile Out Loud — Joseph Coelho
Maths NCETM	Year 1: **Comparison of quantities and part-whole relationships; number 0-5; recognise and compose, decompose and manipulate 2D and 3D shapes; numbers 0-10; additive structures.** Year 2: **Numbers 10-100; calculations within 20; addition and subtraction of two-digit numbers (1); shape.**	Year 1: **Additive structures (continued); addition and subtraction facts within 10; numbers 0-20; unitising and coin recognition.** Year 2: **Introduction to multiplication; introduction to division structures; fractions; time.**	Year 1: **Unitising and coin recognition (continued); counting within 100; fractions (NC objectives); position and direction.** Year 2: **Addition and subtraction of two-digit numbers (2); money; sense of measure – capacity, volume and mass; position and direction; multiplication and division – doubling, halving, quotative partitive division; time; consolidation.**
Science	**Animals including humans** **Living Things and their Habitats**	**Plants – performing simple tests**	**Materials** **Seasonal Change – cloud watching and day length (one lesson at the start of each term)**

`

History	**Arthur Wellesley** (significant historical events, people and places in their own locality) **Our High Street** (changes within living memory)		
Geography		**My School, its Grounds and the Surrounding Environment** **Skills and Fieldwork – Skills and Fieldwork in practice** ➢ Weather patterns, ➢ Using a compass, ➢ Aerial and oblique aerial photographs, ➢ Physical and Human features, ➢ Collect, analyse and communicate data from a trip to the local supermarket.	**<u>Geographical Skills and Fieldwork – Exmouth Beach</u>**
Art	**Drawing & Sketchbooks** **Explore & Draw** **Discipline:** Drawing, Sketchbooks, Collage **Themes:** Natural Forms, Seasonal Changes, Patterns, Symmetry **Medium:** Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist **Artists:** Rosie James, Alice Fox **Outcome:** To create a nature picture.		**Surface & Colour** **Exploring Watercolour** **Discipline:** **Medium:** Watercolour **Artists:** Paul Klee, Emma Burleigh **Outcome:** To create an 'Exploration of Watercolour' piece.
D&T		**Structures:** Free Standing Structures **Outcome:** Create a structure of a building they would find in Wellington	**Textiles:** Templates and Joining **Outcome:** Create pirate hand puppets
Computing Teach Computing	**<u>Computing Systems and Networks - Technology Around Us</u>** The children will develop their understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly. **<u>Computing Systems and networks – IT Around Us</u>** How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, the children will explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	**<u>Creating Media – Digital Painting</u>** The children will explore the world of digital art and its exciting range of creative tools. They will create their own paintings, while getting inspiration from a range of other artists. They will consider their preferences when painting with, and without, the use of digital devices.	**<u>Programming A – Moving a Robot</u>** This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Learners are also introduced to the early stages of program design through the introduction of algorithms. **<u>Programming A – Robot Algorithms</u>** This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

`

<table>
<tr><td>Wider Curriculum Computing</td><td colspan="5"><u>Creating Media – Digital Writing (English)</u>
Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing. They will consider the differences between using a computer and writing on paper to create text.

<u>Data and Information – Grouping Data (Maths)</u>
This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</td></tr>
<tr><td>Digital Literacy / Online Safety elim planning</td><td colspan="2"><u>Autumn Term A - ‘I am Kind and Responsible’ - Reporting/Supporting and Evaluating</u>
➢ I show and tell a trusted adult what I want to use a device for and when something worrying or unexpected happens when I am using a device,
➢ I agree and use sensible rules to keep me safe when I use technology,
➢ I use links to websites to find information,
➢ I show a trusted adult when something worrying or unexpected happens when I am using a device,
➢ I am careful about the icons I click or tap when I use technology devices,
➢ I know that not all information online is true.

<u>Autumn Term B - ‘I am Kind and Responsible’ – Kindness</u>
➢ I explain why it is important to be kind and polite online and in real life,
➢ Before I use a device, I talk to a trust adult about how I will keep myself safe
➢ I agree and use sensible rules to keep me safe when I use technology.

<u>ActiveBYTES KS1 Autumn Assembly 1 Link</u>
I am kind and responsible

Anti-Bullying Week.</td><td colspan="2"><u>Spring Term A - ‘I am Safe and Secure’ – Relationships, Privacy and Protecting Devices</u>
➢ I use different technologies, with a trusted adult, to communicate responsibility with others.
➢ I know that something I put online can be seen by others.
➢ I am careful about the icons I click or tap when I use technology devices.
➢ I know that not everyone is who they say they are online.
➢ I explain why I need to keep my passwords and personal information private.
➢ I tell a trusted adult when something worrying or unexpected happens when I am using a device.

<u>Spring Term B - ‘I am Safe and Secure’ – Privacy and Protecting Devices</u>
➢ I know what my personal information is and keep it private.
➢ I am careful about the icons I click or tap when I use technology devices.
➢ I identify some possible risks to devices.
➢ I discuss with an adult how I will keep myself safe before I use a device.
➢ I tell a trusted adult when something worrying or unexpected happens when I am using a device.

<u>ActiveBYTES KS1 Spring Assembly 1</u>
I am safe and secure

Safer Internet Day.</td><td colspan="2"><u>Summer Term A - ‘I am Healthy’ – Age Appropriate</u>
➢ I select from a list of apps, games and websites that a trusted adult gives me.
➢ I use links to websites to find information.
➢ I am careful about the icons I click or tap when I use technology devices.
➢ I describe the things I enjoy about age appropriate apps, games and websites I am guided to use.

<u>Summer Term B - ‘I am Healthy’ – Lifestyle Choices</u>
➢ I use devices for the time I am allowed and tell you what else I like doing.
➢ I take a break when I have been using a device for too long.
➢ I do a range of other activities when I am not using devices.

<u>ActiveBYTES KS1 Summer Assembly 1</u>
I am healthy – Self image</td></tr>
<tr><td>REAL PE
REAL Gym</td><td>Gym unit 1-
Personal

Shape and travel</td><td>Gym unit 2-
Social

Flight and rotation
or
Dance (unit 1)</td><td>REAL PE unit 3- Cognitive
Dynamic balance: On a line

Static balance: Stance</td><td>REAL PE unit 4- Creative
Coordination: Balls skills

Counter Balance: With a partner</td><td>REAL PE unit 5- Applying physical
Coordination: Sending and receiving

Agility: Reaction/ response</td><td>REAL PE unit 6- Health and Fitness
Agility: Ball chasing

Static Balance: Floor work</td></tr>
<tr><td>Sports Coach</td><td>Multi skills</td><td>Multi skills</td><td>Gym/ Dance</td><td>Net and Wall games</td><td>Athletics</td><td>Striking and Fielding</td></tr>
</table>

`

Discovery RE	**Theme:** Creation Story **Concept:** God/Creation **Key Question:** Does God want Christians to look after the world? **Religion:** Christianity	**Theme:** Christmas **Concept:** Incarnation **Key Question:** What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? **Religion:** Christianity	**Theme:** Jesus as a friend **Concept:** Incarnation **Key Question:** Was it always easy for Jesus to show friendship? **Religion:** Christianity	**Theme:** Easter – Palm Sunday **Concept:** Salvation **Key Question:** Why was Jesus welcomed like a king of celebrity by the crowds on Palm Sunday? **Religion:** Christianity	**Theme:** Shabbat **Key Question:** Is Shabbat important to Jewish children? **Religion:** Judaism	**Theme:** Rosh Hashanah and Yom Kippur **Concept:** Incarnation **Key Question:** Are Rosh Hashanah and Yom Kippur important to Jewish children? **Religion:** Judaism
Music Sing Up!	Menu Song (Sing Up – Year 1 Unit) Harvest songs European Day Colonel Hathi (Sing Up – Year 1 Unit) Christmas songs/Nativity production		Football (Sing Up – Year 1 Unit) Who stole my chickens (Sing Up – Year 1 Unit) World Book Day Spring Concert		As I was walking down the street (Sing Up – Year 1 Unit) (Sports Day/Trips) Additional resources from BBC Teach as required May Day celebrations Summer Concert	
French (Year 2)	Me and You, Colours, Kites and Photos Autumn, Christmas, Songs and Rhymes		Animals and Songs, Birthdays Planting Time		All at Sea Exploring Stories and Song	
PSHE Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Enrichment Visit Visitor	Visit from a new baby (JIGSAW) St John's Church workshop Christingle		Visit Wellington Museum and Wellington Monument		Trip to Exmouth to study Physical and Human features of a seaside town.	
Enrichment weeks	Art Week		Healthy Living (linked to Safer Internet Day) 'Bringing the Theatre to the children' visiting Theatre Company (M & M Productions)		Environment Week	

`

LONG TERM CURRICULUM PLAN B - YEAR 1/2

YEAR B	Autumn - Discover	Spring - Explore	Summer - Create
English	Colourful Semantics focus for Autumn 1 Fiction: Letter Writing **Dear Mother Goose** Outcome: To write a Mother Goose letter in reply to a problem raised by a nursery rhyme character (Y1) To write a letter to Mother Goose based on a problem identified in a nursery rhyme and then write a reply from Mother Goose (Y2) Non-Fiction: Information Text **Hidden world – ocean** Outcome: To contribute sentences/pages to a class lift-the-flap book about animals or plants of a particular environment/habitat, e.g. rainforest, pond, local area.	Poetry: Performance Poetry **What I like** Outcome: To write a poem based on one of the senses. Fiction: **Fatou fetch the water** Outcome: To write own version of story using the pattern and a familiar setting. Non-Fiction: Recount **My day at the zoo** Outcome: To write a recount of a school trip or event.	Fiction: Finding Tale **Mrs Armitage and the Big Wave** Outcome: To write a funny story with a cumulative structure. Non-Fiction: Instructions within an information text **Outdoor wonderland** Outcome: To write a page that contains a set of instructions for an information book. Poetry: **I love bugs (descriptive poetry) or Zim Zam Zoom (kenning)** Outcome: Fiction: Adventure Story **The Book of Hopes** Outcome: To write 'Little ___'s Big Adventure'.
Re-Think Reading	RWI comprehension **Author study:** Michael Rosen	Y2: Look inside the pond Guess Who Haiku Granddad's Island Y1: We're going on a lion hunt Tadpole's Promise **Author study:** Nadia Shireen	Y2: Fin McCool Beware of the Boys Clown Fish Y1: This Bus is for Us Pirates **Author study:** Emily Gravett
Class Reads	Meet the National Animals — Catherine Veitch Counting on Katherine — Helaine Becker Traction Man Is Here — Mini Grey Inside the Villains — Clotilde Perrin The Big Book of the Blue — Yuval Zommer	The Emerald Forest — Catherine Ward Darwin's Super-Pooping Worm Spectacular — Polly Owen The Rainbow Bear — Michael Morpurgo My Friend Andy — Emma Chinnery The Tunnel — Anthony Browne	An Emotional Menagerie — The School of Life The Naughtiest Unicorn — Pip Bird Claude at the Circus — Alex T. Smith Einstein the Penguin — Iona Rangeley The Missing Bunny — Holly Webb
Maths NCETM	Year 1: **Comparison of quantities and part-whole relationships; number 0-5; recognise and compose, decompose and manipulate 2D and 3D shapes; numbers 0-10; additive structures.** Year 2: **Numbers 10-100; calculations within 20; addition and subtraction of two-digit numbers (1); shape.**	Year 1: **Additive structures (continued); addition and subtraction facts within 10; numbers 0-20; unitising and coin recognition.** Year 2: **Introduction to multiplication; introduction to division structures; fractions; time.**	Year 1: **Unitising and coin recognition (continued); counting within 100; fractions (NC objectives); position and direction.** Year 2: **Addition and subtraction of two-digit numbers (2); money; sense of measure – capacity, volume and mass; position and direction; multiplication and division – doubling, halving, quotative partitive division; time; consolidation.**
Science	**Animals Including Humans**	**Plants – close observations using simple equipment**	**Materials** **Seasonal Change – rainfall, wind and temperature (one lesson at the start of each term). Welly Walks looking at the plants / trees; taking photos; discussing the weather; length of the day.**

`

History	**The Great Fire of London** (events beyond living memory that are significant nationally) **Mary Seacole / Edith Cavell** (the lives of significant individuals in the past who have contributed to national and international achievements)		
Geography		**The Isle of Man** (a small area of the United Kingdom) **Serrekunda – The Gambia** (a small area in a contrasting non-European country)	**Geographical Skills and Fieldwork** **Our Local Area Beyond the School**
Art	**Working in 3D** **Be an Architect** **Disciplines:** Architecture, Drawing, Sketchbooks, Collage, Making **Themes:** Habitat, Community, Culture, Purpose **Medium:** Construction Materials **Artists:** Hundertwasser, Zaha Hadid, Heatherwick Studios **Outcome:** To design and make a house based on the Great Fire of London.		**Surface & Colour** **Flora & Fauna** **Disciplines:** Drawing, Collage, Sketchbooks **Medium:** Handwriting pen, Graphite, Oil pastel, Paper & Collage **Artists:** Eric Carle, Joseph Redoute, Jan Van Kessel **Outcome:** To create a shared picture using nature as the stimulus.
D&T		**Healthy and Varied Diet - Preparing Fruit and Vegetables** **Where does food come from?** **Outcome:** To create fruit kebabs using produce from the UK and Gambia.	**Mechanical System:** Wheels and Axles **Outcome:** To create a cart / fire engine from the Great Fire of London.
Computing Teach Computing	**Creating Media – Digital Music** Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally. **ActiveBYTES KS1 Autumn Assembly 2** **I am kind and responsible** **Anti-Bullying Week**	**Data and Information - Pictograms** This unit introduces the learners to the term ‘data’. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions. **ActiveBYTES KS1 Spring Assembly 2** **I am safe and secure** **Safer Internet Day**	**Programming B – Programming Animation** This unit introduces learners to on-screen programming through Scratch Jr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms. **Programming B – Programming Quizzes** This unit initially recaps on learning from the Year 1 Scratch Junior unit ‘Programming B - Introduction to animation’ Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in Scratch Jr and realise these designs in Scratch Jr using blocks of code. Finally, learners evaluate their work a and make improvements to their programming projects. **ActiveBYTES KS1 Summer Assembly 2** **I am healthy – Self image**

`

<table>
<tr><td>Wider Curriculum Computing</td><td colspan="5"><u>Creating Media – Digital Photography (Art)</u>
Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</td></tr>
<tr><td>Digital Literacy / Online Safety elim planning</td><td colspan="2"><u>Autumn Term A - ‘I am Kind and Responsible’ - Reporting/Supporting and Evaluating</u>
➢ I show and tell a trusted adult what I want to use a device for and when something worrying or unexpected happens when I am using a device,
➢ I agree and use sensible rules to keep me safe when I use technology,
➢ I use links to websites to find information,
➢ I show a trusted adult when something worrying or unexpected happens when I am using a device,
➢ I am careful about the icons I click or tap when I use technology devices,
➢ I know that not all information online is true.

<u>Autumn Term B - ‘I am Kind and Responsible’ – Kindness</u>
➢ I explain why it is important to be kind and polite online and in real life,
➢ Before I use a device, I talk to a trust adult about how I will keep myself safe
➢ I agree and use sensible rules to keep me safe when I use technology.

Anti-Bullying Week.</td><td colspan="2"><u>Spring Term A - ‘I am Safe and Secure’ – Relationships, Privacy and Protecting Devices</u>
➢ I use different technologies, with a trusted adult, to communicate responsibility with others.
➢ I know that something I put online can be seen by others.
➢ I am careful about the icons I click or tap when I use technology devices.
➢ I know that not everyone is who they say they are online.
➢ I explain why I need to keep my passwords and personal information private.
➢ I tell a trusted adult when something worrying or unexpected happens when I am using a device.

<u>Spring Term B - ‘I am Safe and Secure’ – Privacy and Protecting Devices</u>
➢ I know what my personal information is and keep it private.
➢ I am careful about the icons I click or tap when I use technology devices.
➢ I identify some possible risks to devices.
➢ I discuss with an adult how I will keep myself safe before I use a device.
➢ I tell a trusted adult when something worrying or unexpected happens when I am using a device.

Safer Internet Day.</td><td colspan="2"><u>Summer Term A - ‘I am Healthy’ – Age Appropriate</u>
➢ I select from a list of apps, games and websites that a trusted adult gives me.
➢ I use links to websites to find information.
➢ I am careful about the icons I click or tap when I use technology devices.
➢ I describe the things I enjoy about age appropriate apps, games and websites I am guided to use.

<u>Summer Term B - ‘I am Healthy’ – Lifestyle Choices</u>
➢ I use devices for the time I am allowed and tell you what else I like doing.
➢ I take a break when I have been using a device for too long.
➢ I do a range of other activities when I am not using devices.</td></tr>
<tr><td>REAL PE
REAL Gym</td><td>REAL PE unit 1- Personal
Coordination: Footwork

Static balance: one leg</td><td>REAL PE unit 2- Social
Dynamic balance to agility: Jumping and landing

Static balance: Seated</td><td>Real Gym unit 1- Cognitive
Balance and travel</td><td>Real Gym unit 2- Creative
Flight and rotation
or
Dance (unit 1)</td><td>REAL PE unit 5- Applying physical
Coordination: Sending and receiving
Agility: Reaction/ response</td><td>REAL PE unit 6- Health and fitness
Agility: Ball chasing

Static Balance: Floor work</td></tr>
<tr><td>Sports Coach</td><td>Multi skills</td><td>Multi skills</td><td>Gym</td><td>Net and Wall games</td><td>Athletics</td><td>Striking and fielding</td></tr>
<tr><td>Discovery RE</td><td>Theme: What did Jesus teach?
Key Question: Is it possible to be kind to everyone all of the time?
Religion: Christianity</td><td>Theme: Christmas – Jesus as gift from God
Concept: Incarnation
Key Question: Why do Christians believe God gave Jesus to the world?
Religion: Christianity</td><td>Theme: Passover
Key Question: How important is it for Jewish people to do what God asks them to do?
Religion: Judaism</td><td>Theme: Easter – Resurrection
Concept: Salvation
Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?
Religion: Christianity</td><td>Theme: The Covenant
Key Question: How special is the relationship Jews have with God?
Religion: Judaism</td><td>Theme: Rite of Passage and good works
Key Question: What is the best way for a Jew to show commitment to God?
Religion: Judaism</td></tr>
<tr><td>PSHE
Jigsaw</td><td>Being me in my world</td><td>Celebrating difference</td><td>Dreams and goal</td><td>Healthy me</td><td>Relationships</td><td>Changing me</td></tr>
<tr><td>Music
Sing Up</td><td colspan="2">Sing Up Units – The king is in the castle (Year 1)
Cat and Mouse (Year1)</td><td colspan="2">Sing Up Units – Come dance with me (Year 1)
Swing-a-long with Shostakovich (Year 2)</td><td colspan="2">Sing Up Units – Carnival of the animals (Year 2)
Grandma rap (Year 2)</td></tr>
</table>

`

	Harvest songs European Day Nativity production/Christmas songs	World Book Day Spring Concert	May day celebrations (Sports Day/Trip) Summer Concert
French	Super Learner Language Powers Nouns, Rhymes and Christmas / Travel	Revisiting and Celebrations Nouns, Adjectives and Creatures	Exploring Animal Kingdom Celebrate / Gingerbread Men
Enrichment Visit Visitor	St John's Church workshop Christingle Florence Nightingale workshop		Fyne Court Trip – science – insects and pond life habitats
Enrichment weeks	Art Week	STEM Week (to include National Science Day) 'Bringing the Theatre to the children' visiting Theatre Company (M & M Productions)	