**Hornby St Margaret’s C of E Primary School Long Term Planning Class 1 – Cycle B 2022-2023**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **We’re all Going on a Knight Hunt**  **(Forests, Knights, Castles and Dragons)** | **Let’s Celebrate**  **(Castles and Celebrations)** | **Fun in the Snow**  **(Seasons and Polar Regions)** | **Ice and Fire**  **(The Great Fire of London)** | **A Whole New World**  **(Expeditions)** | **Down at the Bottom of the Garden**  **(Plants and Growth)** |
| Enrichments | Castle Role Play Area  Castle Trip/Borwick Hall  1066 Drama | Castle Banquet  Toy Museum – own History | Shackleton Drama  Zoo Trip | Firefighter Artefacts from the Past  Firefighter Visit | Transport Museum | Williamson’s Park |
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| CLL  Literacy | ***EYFS****: Baseline Assessments - Zog, Rapunzel, Elephant Joe and the Brave Knight, Kipper’s Birthday.*  **Fantasy Narrative**: Sir Charlie Stinky Socks  **Information Texts**: Castles Fact File  **Poetry:** List Poetry -A Knight’s Pocket, Acrostic to Perform  **Reading Biography:** Astrid Lindgren | ***EYFS****: George and the Dragon, Stories by the Same Author and Familiar Settings*  **Diaries –** Castle Life  **Information Texts:** Fireworks around the World (Digital Literacy)  **Classic poetry**- “The Night Before Christmas,”“The 12 days of Christmas”  **Non-fiction** – labels, lists, menus, invitations, letters  **Reading Biography:** Mother Teresa | ***EYFS****: Non Fiction Texts, Poems and Rhymes*  **Narrative: Animal Adventures –** The Way Home for Wolf  **Non-fiction**- Polar Animals  **Poems on a theme** eg. Winter/Polar animals  **Reading Biography:** Ernest Shackleton | ***EYFS****: Fantasy Stories*  **Diaries –** The Great Fire of London  **Narrative –** Fire - Stories from Other CulturesThe Rabbit Who Stole the Fire  **Poetry** – Learning Poems by heart  **Reading Biography:** Maya Angelou | ***EYFS****: Stories from other cultures involving journeys*  *Non Fiction – Lists and Postcards*  **Narrative**-Repeating Pattern Stories – African Setting - The House that Jack Built  **Really Looking Poetry** – African Animals  **Classic Poetry***- “*The Owl and the Pussy cat” – Edward Lear  “The Jumblies” – Edward  **Reading Biography:** Amelia Earhart | ***EYFS****: Stories on a plant theme*  *Instructions and Letters*  **Narrative: Traditional Tales***-* Story as a theme eg. Jack and the Beanstalk, Jasper’s Beanstalk, Jim and the Beanstalk, James and the Giant Peach  **Non-fiction***-* Instructions and recipes  **Reading Biography**: Hands Christian Anderson |
| MD  Mathematics  (White Rose Maths) | ***EYFS****: Baseline Assessments, Matching and Sorting, Comparing Amounts, Comparing Size, Mass and Capacity, Exploring Pattern, Representing/Comparing and Composition of 1,2 and 3.*  **Year 1 and 2 – Place Value, Add and Subtract** | ***EYFS****: Composition of 1,2 and 3, Circles and Triangles, Positional Language, Representing Numbers to 5, 1 more and 1 less, Shapes with 4 Sides, Time*  **Year 1 and 2 – Add and Subtract, Shape** | ***EYFS****: Introducing zero, comparing numbers to 5, composition of 4 and 5, compare mass, compare capacity, 6, 7 and 8, combining two amounts, making pairs, length and height*  **Year 1 – Place Value, Add and Subtract**  **Year 2 -Money, Multiplication and Division** | ***EYFS****: Time, Counting to 9 and 10, Comparing Numbers to 10, Bonds to 10, 3d shapes, Spatial Awareness, Patterns,*  **Year 1 – Place Value, Length and Height, Mass and Volume**  **Year 2 – Division, Length and Height, Mass, Capacity and Temperature** | ***EYFS****: Building Numbers Beyond 10, Beyond 10, Counting Patterns, Spatial Reasoning – match, rotate and manipulate, Adding More, Taking Away, Compose and Decompose*  **Year 1 – Multiplication and Division, Fractions, Position**  **Year 2 – Statistics, Fractions, Position** | ***EYFS****: Doubling, Sharing/Grouping, Even and Odd, Visualize and Build, Deepening Understanding, Patterns and Relationships, Mapping*  **Year 1 – Direction, Place Value, Money, Time**  **Year 2 – AFL, Direction, Problem Solving, Time** |
| KUW  Science | Healthy Me: How Can I Be a Healthy Knight/Princess?  **Animals including Humans**  **EYFS**  To talk about what they notice about humans and think about changes over time linked to themselves/books/photographs  To draw pictures of observations  To explain what they know about how humans change and stay healthy  To talk to people to find out about humans  **Year 1 and 2**  To recognise that humans are animals  To compare humans  To describe the importance of exercise for humans  To describe the importance of eating the right amounts for humans | Healthy Me: How Can I Be a Healthy Knight/Princess?  Material Investigators: What materials are for celebrations? How do some materials change?  **Animals including Humans**  **Material Properties/Uses of Materials**  **EYFS**  To explain what they know about how humans change and stay healthy  To talk to people to find out about humans  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter.  **Year 1 and 2**  To describe the importance of hygiene for humans  To know medicines can be useful when we are ill and harmful if not used properly  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.  To suggest answers to a question  To know that some materials can be changed | Polar Detectives: Which animals live in the Polar Regions and why do they like it their?  Material Investigators: Ice Rescue Crew  **Living Things and Their Habitats**  **Materials Properties and Uses**  **EYFS**  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter.  Explore the natural world around them, making observations and drawing  pictures of animals and plants.  Know some similarities and differences between the natural world  around them and contrasting environments, drawing on their experiences  and what has been read in class.  **Year 1 and 2**  Identify and name a variety of plants and animals in their habitats, including micro-habitats.  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.  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.  To describe and compare properties of materials  To suggest answers to a question  To perform simple tests to explore questions  To know that some materials can be changed | Weather Watchers: What is the weather like and how has it changed?  Material Investigators: Why did the buildings catch fire so quickly in 1666?  **Seasonal Change**  **Materials and their Uses**  **EYFS**  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter.  Explore the natural world around them, making observations and drawing  pictures of animals and plants.  **Year 1 and 2**  To explore using observations  To make tables, charts and displays about the weather  To distinguish between an object and the material it is made from.  To identify and name a variety of everyday materials, including wood, plastic, glass and metal;  To begin to describe simple physical properties of everyday materials  To give reasons for their choice of material using knowledge of materials  To perform tests and observe results  To make changes and observe results | Animal Hide and Seek: Where do we find different animals? Why do they like to live there?  **Living Things & Their Habitats**  **EYFS**  Explore the natural world around them, making observations and drawing  pictures of animals and plants.  Know some similarities and differences between the natural world  around them and contrasting environments, drawing on their experiences  and what has been read in class.  **Year 1 and 2**  Identify and name a variety of plants and animals in their habitats, including micro-habitats.  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.  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. | Plant Explorers: How does the garden grow? What is growing in our school grounds and at forest school?  **Plants**  **EYFS**  Explore the natural world around them, making observations and drawing  pictures of animals and plants.  Know some similarities and differences between the natural world  around them and contrasting environments, drawing on their experiences  and what has been read in class.  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter  **Year 1 and 2**  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To observe closely, perhaps using magnifying glasses.  To compare and contrast familiar plants.  To describe how they were able to identify and group them, and  To draw diagrams showing the parts of different plants including trees.  To keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.  To compare and contrast what they have found out about different plants.  To observe and record with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or  To observe similar plants at different stages of growth;  To set up a comparative test to show that plants need light and water to stay healthy. |
| KUW  History | Tick Tock – How does time pass and did my parents do the same things as me when they were growing up?  Why were the first Castles Built?  What is interesting about Hornby Castle?  **Chronology: Time, My Own History, Chronology of Castles**  **Our Nation’s History - Battle of Hastings**  **Local History/Enquiry – Hornby Castle**  **EYFS**  To talk about key events in their own lives  To talk about roles people have had in the past in society  To show an interest in the lives of others  To talk about what they know from an event in the past  To order simple experiences in relation to themselves  **Year 1 and 2**  To put objects or events into time order  To use words such as before, now, later, a long time ago  To tell the difference between past and present in my own life  To think about how I can find answers to my questions about the past  To find answers to questions from objects  To tell parts of stories about the past  To understand why people did things in the past  To know a simple chronology of castles  To talk about similarities and differences between ways of life in different time periods | Who lived and worked in a Castle?  Party Time: What was a castle celebration like in Norman Times?    Terrific Toys: What were toys like when my parents and grandparents were small?  **Our Nation’s History**  **Comparison of Celebrations**  **Chronology of Toys**    **EYFS**  To talk about key events in their own lives  To talk about roles people have had in the past in society  To show an interest in the lives of others  To talk about what they know from an event in the past  To order simple experiences in relation to themselves  **Year 1 and 2**  Sequence some events or 2 objects.  Put 3 objects into time order  Use words to describe events or objects such as old/new  Use words such as before, now, later, a long time ago and clock and calendar time  Know some things about people, events and stories that happened a long time ago  Talk about similarities and differences between ways of life in different time periods  Tell you some parts of stories about the past  Understand why some people in the past did things  Find answers to simple questions about the past from stories, pictures or things  Ask questions about the past  Look carefully at pictures or objects and answer questions | Where did Ernest Shakleton go?  How do we know?  **Significant Individual**  **Communication and Interpretation**  **EYFS**  To talk about roles people have had in the past in society  To show an interest in the lives of others  To talk about what they know from an event in the past  **Year 1 and 2**  Know some things about people, events and stories that happened a long time ago  Tell you some parts of stories about the past  Understand why some people in the past did things  Look carefully at pictures or objects and answer questions  Use pictures, words, writing and role play to show you what I know | Dust off the Diary: How do we know about the Great Fire of London?  **Significant Individual/Events – Samuel Pepys**  **Interpretation**  **EYFS**  To talk about roles people have had in the past in society  To show an interest in the lives of others  To talk about what they know from an event in the past  **Year 1 and 2**  Know some things about people, events and stories that happened a long time ago  Talk about similarities and differences between ways of life in different time periods  Tell you some parts of stories about the past  Understand why some people in the past did things  Find answers to simple questions about the past from stories, pictures or things  Look carefully at pictures or objects and answer questions  Use pictures and words to show you what I know  Use pictures, words, writing and role play to show you what I know. | How Can we Get There? What are the Wright Brothers famous for?  **Events Beyond Living Memory**  **Enquiry**  **Significant Individuals/Events**  **EYFS**  Know some similarities and differences between things in the past and  now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered  in books read in class and storytelling.  **Year 1 and 2**  Use words to describe events or objects such as old/new  Use words such as before, now, later, a long time ago and clock and calendar time  Know some things about people, events and stories that happened a long time ago  Talk about similarities and differences between ways of life in different time periods  Tell you some parts of stories about the past  Understand why some people in the past did things  Find answers to simple questions about the past from stories, pictures or things  Look carefully at pictures or objects and answer questions. | Who was Lord Learie Constantine and why did he visit Lancashire?  Date hunt in Williamson’s Park…..  **Significant Individual**  **Black History**  **Enquiry/Local History**  **EYFS**  To talk about roles people have had in the past in society  To show an interest in the lives of others  To talk about what they know from an event in the past  **Year 1 and 2**  Put 3 objects or events into time order  Talk about similarities and differences between ways of life in different time periods  Tell you some parts of stories about the past  Understand why some people in the past did things  Look carefully at pictures or objects and answer questions  Use pictures and words to show you what I know |
| KUW  Geography |  | What is the best place to build a castle?  **Locational Knowledge**  **Map Skills**  **EYFS**  To talk about features of their local environment using knowledge from observation  Exploring Diwali, Hannukah, Chinese New Year  **Year 1 and 2**  To know where castles are located and why  To devise a simple map and use and construct a simple key | Global Weather Watchers: How does the weather change across the world?  **Human & Physical Geography:**  **Hot and Cold areas of the World**  **Seven Continents**  **EYFS**  To talk about features of their local environment using knowledge from observation  Explain some similarities and differences between life in this country and  life in other countries, drawing on knowledge from stories, non-fiction texts  and (when appropriate) maps  **Year 1 and 2**  To name and locate continents.  To identify where places are.  To show an awareness of places beyond their own locality.  To find and name hot and cold areas of the world in relation the equator/ poles.  To identify physical and human features of localities.  To express a view on the features of the environment of a locality.  To use sources and resources to ask and respond to questions about the environment.  To become aware of gradation of colour and symbols.  To use other sources with a map. E.g. written, photos or pictures.  To compare area sizes on the globe.  To identify mountains on physical globes.  To identify the equator. | London Eye….. What can you see in London?  **London: Capital City**  **Place Knowledge**  **EYFS**  Explain some similarities and differences between life in this country and  life in other countries, drawing on knowledge from stories, non-fiction texts  and (when appropriate) maps  **Years 1 and 2**  .To identify where places are.  To show an awareness of places beyond their own locality.  To identify physical and human features of localities.  To express a view on the features of the environment of a locality.  To describe physical and human features of places.  To use appropriate vocabulary.  To use other sources with a map. E.g. written, photos or pictures. | Sensational Safari… How is Nairobi different to London?  **Place Knowledge London and Nairobi**  **Contrasting Locality**  **EYFS**  Explain some similarities and differences between life in this country and  life in other countries, drawing on knowledge from stories, non-fiction texts  and (when appropriate) maps  **Years 1 and 2**  .To identify where places are.  To show an awareness of places beyond their own locality.  To identify physical and human features of localities.  To express a view on the features of the environment of a locality.  To compare a small area of the United Kingdom with a contrasting small area of a Non- European country.  To describe physical and human features of places.  To use appropriate vocabulary.  To use other sources with a map. E.g. written, photos or pictures. | Magical Mapping: How can we find our way around Lancaster?  **Place Knowledge: Lancaster**  **Map Skills**  **EYFS**  To talk about features of their local environment using knowledge from observation  **Year 1 and 2**  To express a view on the features of the environment of a locality.  To recognise and make observations about those features that give places character.  To express a view on the features of the environment of a locality and recognise how people affect the environment.  To ask and respond to questions about the local area and the environment.  To use sources and resources to ask and respond to questions about the environment.  To describe physical and human features of places.  To use appropriate vocabulary.  To develop geographical directional vocab, 4 points of compass.  To interpret/investigate simple maps of places children visit.  To follow a simple route.  To give simple explanations from maps.  To give/follow directions on a simple map.  To understand and use a very simple key |
| *Expressive Arts*  DT | Castle Builders: How Can I Design and Make a Strong Toy Castle?  **EYFS**  **(Construction block castles, sand castles, castle sandwiches, scissor paintings, string painting, fine motor dragons and split pin people)**  To experiment and build with a range of construction resources  To talk about their ideas and choose resources with a purpose in mind  To make models with different construction materials  To make props to use in their play  To handle and use equipment safely and appropriately  **Year 1 and 2**  **Sheet Materials**  To create a cylinder by rolling paper and fastening with tape  To use fringing to join my cylinder to a base  To cut along card in a tooth shaped pattern  To use a hole punch  To draw a picture of my design  To use string to make my model move (Drawbridge) | Castle Cooks: What sorts of foods were eaten at Norman Banquets?  How can I make the Knight Joust? (Sliding Mechanisms)  **EYFS (Handling assorted tools safely eg. knives, graters, peelers, chopping, cutting, slicing, grating, sieving and mixing skills)**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories  **Year 1 and 2**  **Sheet Materials**  To make a simple sliding mechanism/To cut slits in paper/To cut round a template  **Food**  To cut, peel and chop a range of ingredients  To measure and weigh food items  **Evaluation**  To evaluate how closely my model matches design criteria |  | Hand Puppet Investigators: What does a puppet do, what is it made from and how does it work?  **EYFS**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories  **Year 1 and 2**  **Developing/Planning and Communicating**  Talk about how a familiar product works  Select materials from a limited range that will meet the design criteria.  Select and name the tools needed to work the materials.  Use pictures and words to convey what they want to design and make. | Animal Adventure: Create a Safari Animal Handpuppet to use in a performance poem  **EYFS (Sorting fabrics – colour and textures.**  **Cutting fabrics – scissors and snips.**  **Joining fabrics – assorted glues and simple sewing)**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories  **Year 1 and 2**  **Developing/Planning and Communicating**  Follow verbal instructions.  .Explain what they are making and which materials they are using.  Name the tools they are using.  Describe what they need to do next.  Discuss their work as it progresses.  **Textiles**  Colour fabrics using fabric pens/paints  Cut out shapes which have been created by drawing round a template onto the fabric  Join fabrics by using running stitch,  Decorate fabrics with buttons, beads, sequins, braids, ribbons  **Evaluating**  Talk about their designs as they develop and identify good and bad points.  Talk about changes made during the making process. |  |
| Art  *EYFS Projects* |  | How can I make a print of Hornby Castle in the style of Samuel and Nathaniel Buck?    How can I create a ‘Castle and the Sun’ calendar inspired by Paul Klee?    **EYFS (Painting skills – assorted paintbrushes, paints, mark making**  **Cutting and sticking skills – straight lines)**  To show awareness and appreciation of sensory experiences  To observe and notice features within real objects  To begin to talk about what they are creating  To begin to explore different techniques within painting and collage  **Year 1 and 2**  **Printing**  Print with a range of materials  To create simple printing blocks with press print  **Drawing**  To use a pencil to create a line drawing  To match and draw marks from observations  **Collage**  To use collage technique  To create and arrange shapes appropriately | How can I create a Polar World? ( Polar Landscape Art 2d and 3d - Nick Mackman and Christine Montague)  **EYFS (Paint -colour mixing, printing with objects, assorted brushes and mark makers eg. combs, sticks**  **Line – assorted lines – paint, paper forms. Form – malleable materials)**  To show awareness and appreciation of sensory experiences  To observe and notice features within real objects  To begin to talk about what they are creating  To begin to explore different techniques within drawing, painting and collage  **Year 1 and 2**  **Exploring and developing ideas.**  Explore the work of artists, from different times and cultures for differences and similarities- Christine Montague, Nick Mackman  Develop their ideas – try things out, change their minds  **Drawing**  .Experiment with a variety of media; pencils, pastels, chalks  Control the types of marks made with the range of media.  .Investigate tone by drawing light/dark lines, light/dark shapes.  **Painting**  Use a variety of brush sizes and types.  Work on different scales.  Create textured paint by adding materials.  Mix colours to create different shades  **3D**  Explore sculpture with a range of malleable media  Understand the safety and basic care of materials and tools. | Fire Landscapes and Silhouettes – What did the Great Fire of London look like? (Verschuier, Yves Klien – abstract)  **EYFS (Gluing and cutting – straight and curved lines.**  **Drawing around templates/shapes and cutting out.Painting skills – assorted paintbrushes, paints, colour mixing, printing)**  To show awareness and appreciation of sensory experiences  To observe and notice features within real objects  To begin to talk about what they are creating  To begin to explore different techniques within drawing, painting and collage  **Year 1 and 2**  **Exploring and developing ideas.**  Explore the work of artists and craftspeople from different cultures for differences and similarities – Fire Art  **Evaluating**  Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in future work.  **Drawing**  Experiment with a variety of media; felt tips,  Control the types of marks made with the range of media.  Name, match and draw lines/marks from observations.  **Painting**  Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects  Name different types of paint and their properties.  Identify primary colours by name. |  | How do I create a nature sculpture or a flower picture (Andy Goldsworthy, Georgia O’ Keefe)  **EYFS (Cutting and sticking assorted junk materials with a variety of glues)**  To show awareness and appreciation of sensory experiences  To observe and notice features within real objects  To begin to talk about what they are creating  To begin to explore different techniques within drawing, painting, collage, sculpture  **Year 1 and 2**  **Exploring and developing ideas.**  1.Record and explore ideas from first hand observations.  2.Ask and answer questions about the starting points for their work.  3. Develop their ideas – try things out, change their minds  4.Explore the work of artists and craftspeople from different times and cultures for differences and similarities  **Evaluating**  1.Review what they and others have done and say what they think and feel about it.  2.Identify what they might change in their current work or develop in future work.  **Drawing**  1.Experiment with a variety of media; pencils, crayons, pastels,  2.Control the types of marks made with the range of media.  3.Name, match and draw lines/marks from observations.  4. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes  **3D**  Explore sculpture with a range of materials  Experiment with constructing and joining natural materials |
| RE  (Blackburn Diocesan Syllabus/ Understanding Christianity) | **Who Made the World?**  1.2 God and Creation  EYFS Units: Prayer  Harvest/ Saying Thank You to God  Other Faiths: Prayer and Meditation | **Why is Christmas Good News?**  EYFS Unit: Christmas  2.2 Why was the birth of Jesus such good news? | **Who is Special?**  EYFS Units: Special People, Friendship  1.4 Jesus was Special  2.3 Jesus Friend to Everyone | **Why is the Cross a Symbol of Hope?**  EYFS Unit: Easter  2.4 How do symbols help us to understand the story?  Other Faith: S6 Exploring Easter celebrations worldwide | **Why is the Church a special place?**  **EYFS Unit: Special Places**  2.5 Why is the Church a special place for Christians?  Other Faiths: Pilgrimages and Special Holy Places  Where do people of other faiths worship? | **Who is Special to God?**  EYFS Units: I am Special to God, Special Times  1.8 - Joseph |
| Computing  (Teach Computing) | **Information Technology Around Us**  To recognise the uses and features of IT  To identify uses of IT in school and beyond school  To explain how IT helps us  To explain how to use IT safely  To recognise that choices are made when using IT | **Creating Media Digital Photography: Electronic Christmas Card**  To use a digital device to take a photograph  To make choices when taking a photograph  To describe what makes a good photograph  To decide how photographs can be improved  To use tools to change an image  To recognise that photographs can be changed | **Creating Media: Digital Music**  To say how music can make us feel  To identify patterns in music  To experiment with sound using a computer  To use a computer to create a musical pattern  To create music for a purpose  To review and refine our computer work | **Programming: Robot Algorithms**  To describe a series of instructions as a sequence  To explain what happens when we change the order of instructions  To use logical reasoning to predict the outcome of a programme  To explain that programming projects have code and artwork  To design an algorithm  To create and debug a program that I have written | **Data and Information: Pictograms**  To recognise that we can count and compare objects using tally charts  To recognise that objects can be represented as pictures  To create a pictogram  To select objects by attributes and make comparisons  To recognise that people can be described by attributes  To explain that we can present information using a computer | **Programming: Quizzes**  To explain that a sequence of commands has a start  To explain that a sequence of commands has an outcome  To create a program using a given design  To change the design  To create a program using my own design  To decide how my project can be improved |
| PSHE/RSE  (SCARF – Coram Life Education Units) | **EYFS - Me and My Relationships**  Talk about similarities and differences;  Name special people in their lives;  Describe different feelings;  Identify who can help if they are sad, worried or scared;  Identify ways to help others or themselves if they are sad or worried  **Year 1 and 2 - Rules, Rights and Responsibilities, My Feelings**  Understand that classroom rules help everyone to learn and be safe;  Explain their classroom rules and be able to contribute to making these.  Demonstrate attentive listening skills;  Suggest simple strategies for resolving conflict situations;  Give and receive positive feedback, and experience how this makes them feel.  Recognise how others might be feeling by reading body language/facial expressions;  Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).  Identify a range of feelings;  Identify how feelings might make us behave;  Suggest strategies for someone experiencing 'not so good' feelings to manage these.  Recognise that people's bodies and feelings can be hurt;  Suggest ways of dealing with different kinds of hurt.  Identify simple qualities of friendship;  Suggest simple strategies for making up. | **EYFS – Keeping Safe**  Talk about how to keep their bodies healthy and safe;  Name ways to stay safe around medicines;  Know how to stay safe in their home, classroom and outside;  Know age-appropriate ways to stay safe online;  Name adults in their lives and those in their community who keep them safe.  **Year 1 and 2 - Keeping Safe**  Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;  Identify simple bedtime routines that promote healthy sleep.  Recognise emotions and physical feelings associated with feeling unsafe;  Identify people who can help them when they feel unsafe.  Understand and learn the PANTS rules;  Name and know which parts should be private;  Explain the difference between appropriate and inappropriate touch;  Understand that they have the right to say “no” to unwanted touch;  Start thinking about who they trust and who they can ask for help.  Start thinking about how to stay safe online, including safety around sharing images;  Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.  Understand that medicines can sometimes make people feel better when they’re ill;  Explain simple issues of safety about medicines and their use.  Recognise the range of feelings that are associated with loss. | **EYFS - Keeping Healthy**  Feel resilient and confident in their learning;  Name and discuss different types of feelings and emotions;  Learn and use strategies or skills in approaching challenges;  Understand that they can make healthy choices;  Name and recognise how healthy choices can keep us well.  **Year 1 and 2 – Being my Best**  Recognise the importance of fruit and vegetables in their daily diet;  Know that eating at least five portions of vegetables and fruit a day helps to maintain health.  Recognise that they may have different tastes in food to others;  Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;  Recognise which foods we need to eat more of and which we need to eat less of to be healthy.  Recognise the importance of regular hygiene routines;  Sequence personal hygiene routines into a logical order.  Understand how diseases can spread;  Recognise and use simple strategies for preventing the spread of diseases.  Recognise that learning a new skill requires practice and the opportunity to fail, safely;  Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.  Demonstrate attentive listening skills;  Suggest simple strategies for resolving conflict situations;  Give and receive positive feedback, and experience how this makes them feel.  Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);  Understand and explain the simple bodily processes associated with them. | **EYFS – Rights and Respect**  Understand that they can make a difference;  Identify how they can care for their home, school and special people;  Talk about how they can make an impact on the natural world;  Talk about similarities and differences between themselves;  Demonstrate building relationships with friends.  **Year 1 and 2 – Rights and Respect**  Recognise how a person's behaviour (including their own) can affect other people.  Identify what they like about the school environment;  Recognise who cares for and looks after the school environment.  Demonstrate responsibility in looking after something (e.g. a class pet or plant);  Explain the importance of looking after things that belong to themselves or to others.  Explain where people get money from;  List some of the things that money may be spent on in a family home.  Recognise that different notes and coins have different monetary value;  Explain the importance of keeping money safe;  Identify safe places to keep money;  Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). | **EYFS – Valuing Difference**  Be sensitive towards others and celebrate what makes each person unique;  Recognise that we can have things in common with others;  Use speaking and listening skills to learn about the lives of their peers;  Know the importance of showing care and kindness towards others;  Demonstrate skills in building friendships and cooperation.  **Year 1 and 2 – Valuing Difference/ My World Your World (Oxfam – Global Learning)**  Identify the differences and similarities between people;  Empathise with those who are different from them;  Begin to appreciate the positive aspects of these differences.  Explain the difference between unkindness, teasing and bullying;  Understand that bullying is usually quite rare.  Explain some of their school rules and how those rules help to keep everybody safe.  Recognise and explain what is fair and unfair, kind and unkind;  Suggest ways they can show kindness to others.  Identify some of the people who are special to them;  Recognise and name some of the qualities that make a person special to them.  Recognise that they belong to various groups and communities such as their family;  Explain how these people help us and we can also help them to help us. | **EYFS – Growing and Changing**  Understand that there are changes in nature and humans;  Name the different stages in childhood and growing up;  Understand that babies are made by a man and a woman;  Use the correct vocabulary when naming the different parts of the body;  Know how to keep themselves safe.  **Years 1 and 2 Growing and Changing/Transition**  Understand that the body gets energy from food, water and air (oxygen);  Recognise that exercise and sleep are important parts of a healthy lifestyle.  Identify things they could do as a baby, a toddler and can do now;  Identify the people who help/helped them at those different stages.  Identify things they could do as a baby, a toddler and can do now;  Identify the people who help/helped them at those different stages.  Explain the difference between teasing and bullying;  Give examples of what they can do if they experience or witness bullying;  Say who they could get help from in a bullying situation.  Explain the difference between a secret and a nice surprise;  Identify situations as being secrets or surprises;  Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.  Identify parts of the body that are private;  Describe ways in which private parts can be kept private;  Identify people they can talk to about their private parts. |
| *Expressive Arts*  Music | **EYFS**  Listen attentively and respond  Sing a range of songs  Perform songs  Keep in time with music  **Nature and Music**  Sing songs with expression and fluency.  Explore and express their feelings about music.  Match selected sounds with their pictured source.  Recognise the difference between wood, metal, skin and shaker sounds.  Identify the tempo of the music.  Keep a steady beat.  Copy a simple pattern of sound of long and short duration.  Listen with concentration and understanding to a wide range of high-quality live and recorded music.  Identify simple rhythmic patterns.  Recognise the difference between loud sounds, quiet sounds and silence.  Identify the difference between fast and slow tempos. | **EYFS**  Sing a range of songs  Perform songs  **Song and Dance - ‘Gathered round the Christmas Tree’ (BBC bring the noise)**  Sing songs with expression and fluency showing an awareness of pitch and timing.  Rehearse and perform with others.  Express and explore their ideas about music using movement and dance.  Feel the pulse.  Copy simple rhythmic patterns.  React to the changing dynamics and tempo of the music.  Explore timbre, rhythm, (including silence) and pitch.  Understand the form of a cumulative song.  Recognise sections of the music which sound the same/different.  Know how music is used for a particular purpose (for example, for dance, as a lullaby).  Recognise songs with and without an accompaniment. | **EYFS**  Listen attentively and respond  Sing a range of songs  Perform songs  **Folk Music**  Using music to tell a story with a song.  Listen with concentration and understanding to a wide range of high-quality live and recorded music.  Use their voices expressively and creatively by singing songs and creating chants and rhymes.  Experiment with, create, select and combine using the inter-related dimensions of music.  Discover folk instruments.  Recognise the difference between singing and speaking.  Explore the different sounds that my singing voice can make.  Identify different voices by their vocal quality. | **EYFS**  Keep in time with music  **Rhythm Skills – Drumming and dancing, the great fire of London.**  Experiment with and create musical patterns.  Explore, choose and organise sounds and musical ideas.  Use and understand rhythm notation  To create rhythms and arrange them in a particular order or structure.  To identify the structure of a piece of music and write it down.  Describe whether a musical texture is thick or thin (determine one strand of music or more than one strand)  Explore ways of writing down different textural layers.  Follow a given structure for a composition.  Write a structure score accurately.  Compose music with several layers.  Perform their composition accurately using the structure score.  Identify simple rhythmic patterns. | **EYFS**  Keep in time with music  **Exploring instruments and rhythm notation – Reading and writing well known rhythms. Yolanda Brown Adventure (Bring the noise)**  Demonstrate basic technique to play tuned and untuned instruments.  Rehearse and perform together– starting and finishing together, keeping to a steady pulse.  Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively.  Experience how sound can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using invented signs and symbols.  Explore and organise sounds and musical ideas.  Make improvements to their own work.  Use sound words or phrases to describe selected sounds and the ways in which they are produced.  Use notation | **EYFS**  Listen attentively and respond  Sing a range of songs  Perform songs  Keep in time with music  **Exploring instruments and pitch notation**  **Solfege hand signs. Pentatonic tunes – Mary had a little lamb.**  Demonstrate basic technique to play tuned and untuned instruments.  Rehearse and perform together – starting and finishing together, keeping to a steady pulse.  Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively.  Experiment with and create musical patterns.  Explore and organise sounds and musical ideas.  Make improvements to their own work.  Identify high and low sounds.  Recognise the difference between long and short sounds.  Use notation |
| PE  (Lancs. PE syllabus) | Yr 1 Baseline – Supertato  Yr 1 FMS - Rolling a Ball  Borwick Hall day visit | Yr 1 FMS – Overarm Throw  Yr 1 FMS – Underarm Throw | Year 2 – Gymnastics Activities 1  Yr 1 FMS – Catching and Bouncing a Ball | Year 2 Games – Piggy in the Middle  Year 2 – FMS Bounce Ball | Year 2 Games – Striking and Fielding  Year 2 – Athletics  Borwick Hall day visit | Year 2 Games – Net and Wall  Year 2 FMS End of Year Assessment |
| Forest School | Armour creations  Forest Crowns | Forest Art | Bird feeders/ Dens | Fire safety | Journey sticks | Natural paints with plants |