

**Cycle A Long Term Plans – Owl Class (Yr 1/2)**

	Science	Art & Design	Computing * e-safety to run alongside	Design Technology	Geography	History	Music	PE	RE	PSHE
Autumn	<p><b>Animals, including Humans</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p><b>3D SCULPTURE</b> Random forms, junk construction etc</p>	<p><b>Multimedia: Graphics (2Simple 2Paint)</b> Create an image using various tools including brushes, pens, lines, fill, spray and stamps.</p> <p><b>Programming: Textease Turtle</b> Give a sequence of instructions to complete a simple task,</p>	<p><b>Cooking</b> where food comes from (UK – possible link to Harvest)</p>	<p><i>Salisbury local study fieldwork</i></p>	<p><b>Changes within living memory/ local History</b></p> <p>* Choice of study dependent on <b>previous learning (refer to topic webs and Pathways file)</b> and topical events (e.g. commemorations)</p>	<p><i>Dynamics</i></p> <p><i>Clap and play rhythms of words</i></p>	<p><b>Dance</b> Copying simple movement patterns</p> <p><b>Games</b> <i>Throwing &amp; catching, (indiv/partner &amp; group co-operation)</i></p> <p><i>Competitive and collaborative games. Indoor/outdoor (Winter)</i></p> <p><b>Gymnastics</b> Travelling / transference of weight: on feet, feet &amp; hands, from one part of the body to another</p>	<p><b>What did Jesus teach? (Christianity)</b> <i>Is it possible to be kind to everyone all of the time?</i></p> <p><b>Christmas Story (Christianity)</b> What gift would I have given to Jesus if he had been born in my town, not in Bethlehem?</p>	* see Jigsaw Scheme of Work
Spring	<p><b>Uses of everyday materials</b> <i>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i></p> <p><i>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i></p>	<p><b>DRAWING (pencil)</b> Awareness of mark-making and surfaces.</p>	<p><b>Multimedia: Unit 1: Sound recording (Audacity)</b> <i>Use software to record music and sounds, e.g. reading a story with sound effects.</i></p> <p><b>Online: Websites</b> <b>Use on laptops and tablets.</b> Use a search engine to find a topic of interest; explore a website by clicking on buttons, arrows, menus and hyperlinks; navigate 'back' by clicking on the 'back' button.</p>	<p><b>Structure</b> <i>Using construction toys to take a load or meet a purpose e.g. bridge, chair</i></p>	<p><b>Non-European Country (Africa)</b> human and physical knowledge</p> <p>map work</p> <p>continents &amp; oceans</p>	<p><b>Events beyond living memory</b></p> <p>* Choice of study dependent on <b>previous learning (refer to topic webs and Pathways file)</b> and topical events (e.g. commemorations)</p> <p>Tudor &amp; Stuart</p>	<p>Sing with expression</p> <p>Tempo</p> <p>Play unpitched percussion, keeping a pulse</p>	<p>Body shape: curling, stretching &amp; balancing</p> <p>Supporting weight: hold body parts high &amp; low on &amp; off the apparatus</p>	<p><b>Jesus as a friend (Christianity)</b> Was it always easy for Jesus to show friendship?</p> <p><b>Easter – resurrection (Christianity)</b> <i>Is it true that Jesus came back to life again?</i></p>	* see Jigsaw Scheme of Work
Summer	<p><b>Plants</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Plants</b> <i>observe and describe how seeds and bulbs grow into mature plants</i></p> <p><i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i></p>	<p><b>COLLAGE AND MIXED MEDIA</b> <i>Selecting and experimenting with different media.</i></p>	<p><b>Databases: Branching database (2Simple 2Connect)</b> <i>Make a simple Y/N tree diagram to sort information.</i></p> <p><b>Programming: Daisy Dino (iPad only at the moment!)</b> <i>Plan a short 'story' for a sprite and write the commands for this</i></p>	<p><b>Mechanisms</b> <i>slider, simple lever</i></p> <p><i>e.g. moving split-pin toy</i></p>	<p><b>Seasons and Weather</b> UK weather, patterns and seasons</p>	<p><b>Lives of significant people (Victorian)</b></p> <p>* Choice of study dependent on <b>previous learning (refer to topic webs and Pathways file)</b> and topical events (e.g. commemorations)</p>	<p><i>Play pitched percussion</i></p> <p><i>Read basic rhythmic notation</i></p>	<p><b>Games</b> <i>Throwing &amp; catching, (indiv/partner &amp; group co-operation)</i></p> <p><i>Competitive and collaborative games. Indoor/outdoor (summer)</i></p> <p><b>Athletics</b> <i>Run, throw and jump (individual skills)</i></p>	<p><b>The Covenant (Judaism)</b> How special is the relationship Jews have with God?</p> <p><b>Community &amp; Belonging (Islam)</b> <i>Does going to the Mosque give Muslims a sense of belonging?</i></p> <p><b>Chanukah (Judaism)</b> Does celebrating Chanukah make Jewish children feel close to God?</p>	* see Jigsaw Scheme of Work

Normal font = Year 1 curriculum map

Italic = Year 2 curriculum map

**Cycle B Long Term Plans – Owl Class (Yr 1/2)**

	Science	Art & Design	Computing * e-safety to run alongside	Design Technology	Geography	History	Music	PE	RE	PSHE
Autumn	<p><b>Animals, including Humans</b> notice that animals, including humans, have offspring which grow into adults <i>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.</i></p>	<p><b>PRINTING</b> Experiment and express using familiar objects</p>	<p><b>Multimedia: Text (Clicker 6, Textease, 2Simple 2Create)</b> Word process own short text, not copying a text.</p> <p><b>Programming Bee Bots (algorithms)</b> Simple sequence of instructions, moving from one point to another, using BeeBot maps.</p>	<p><b>Structures</b> using construction toys to build a free-standing product e.g. house</p>	<p><b>Stratford-sub-Castle</b> local study fieldwork</p>	<p><b>Changes within living memory/ national</b></p> <p><i>* Choice of study dependent on previous learning (refer to topic webs and Pathways file) and topical events (e.g. commemorations)</i></p>	<p>Warming up the voice  Rhythm and pulse</p>	<p><b>Dance</b> Begin to develop own movement patterns.</p> <p><b>Gymnastics</b> <i>Travelling/pathways/ linking movement: on feet, straight, curved on &amp; off apparatus</i></p> <p><i>Body shape / supporting body weight: curl &amp; stretch. Points &amp; patches</i> <i>Transference of weight / partner work: rocking, rolling, mirroring</i></p> <p><b>Games</b> Throwing &amp; catching, (indiv/partner &amp; group co-operation)</p>	<p><b>Creating Story</b> (Christianity) Does God want Christians to look after the world?</p> <p><b>Christmas – Jesus as gift from God</b> (Christianity) <i>Why did God give Jesus to the world?</i></p>	<p><b>* see Jigsaw Scheme of Work</b></p>
Spring	<p><b>Everyday Materials</b> 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</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>DIGITAL MEDIA</b> <i>Introduction of 'view finders' and photographs-</i></p>	<p><b>Programming: Textease Turtle</b> <i>Sequence of instructions to generate simple 2D shapes.</i></p> <p><b>Online Email – set up class email on Google</b> <i>Reply to an email as a class, composing correctly.</i></p>	<p><b>Cooking</b> <i>where food comes from (around the world)</i></p> <p><i>principles of a healthy diet hot item</i></p>	<p><b>Non-European Country (Asia, Australasia)</b> <i>select a coastal location</i></p>	<p><b>Events beyond living memory</b> <i>To select from below</i></p> <p><i>Not Tudor &amp; Stuart</i></p> <p><i>* Choice of study dependent on previous learning (refer to topic webs and Pathways file) and topical events (e.g. commemoration)</i></p>	<p><i>Play pitched percussion</i></p> <p><i>Sing with expression</i></p> <p><i>Add own words to known melodies</i></p>	<p>Competitive and collaborative games.</p> <p>Indoor/outdoor (Winter)</p>	<p><b>Passover</b> (Judaism) <i>How important is it for Jews people to do what God asks them to do?</i></p> <p><b>Prayer at home</b> (Islam) <i>Does praying at regular intervals every day help a Muslim in his/ her everyday life?</i></p> <p><b>Easter – Palm Sunday</b> (Christianity) <i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i></p>	<p><b>* see Jigsaw Scheme of Work</b></p>
Summer	<p><b>Living things &amp; their habitats</b> <i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i></p> <p><i>identify and describe the basic structure of a variety of common flowering plants, including trees</i></p> <p><b>Seasonal Changes</b> observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p><b>COLLAGE AND MIXED MEDIA</b> <i>Selecting and experimenting with different media.</i></p>	<p><b>Multimedia: Unit 2: Video (Flipcam, Hudl – Movie Maker)</b> <i>Capture video of own performance/presentation.</i></p> <p>.</p> <p><b>Data Pictograms (2Simple 2calculate)</b> Put data into a program to create a pictogram.</p>	<p><b>Mechanism</b> wheels and axles</p> <p>sawing, measuring e.g. toy car</p>	<p><b>Seasons and Weather</b> <i>weather patterns (daily and seasonal)</i></p> <p><i>world-wide poles &amp; equator</i></p>	<p><b>Lives of significant people</b> (20<sup>th</sup> Century)</p> <p><i>* Choice of study dependent on previous learning (refer to topic webs and Pathways file) and topical events (e.g. commemorations)</i></p>	<p>Pitch</p> <p>Experiment with pitched percussion</p> <p>Posture for singing</p>	<p><b>Games</b> Throwing &amp; catching, (indiv/partner &amp; group co-operation)</p> <p>Competitive and collaborative games.</p> <p>Indoor/outdoor (summer)</p> <p><b>Athletics</b> Run, throw &amp; jump: (individual skills,)</p>	<p><b>Shabbat</b> (Judaism) Is Shabbat important to Jewish children?</p> <p><b>Rites of Passage and good works</b> (Judaism) <i>What is the best way for a Jew to show commitment to God?</i></p> <p><b>Hajj</b> (Islam) <i>Does completing Hajj make a person a better Muslim?</i></p>	<p><b>* see Jigsaw Scheme of Work</b></p>

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Italic = Year 2 curriculum map

### Cycle A Long Term Plans (English)– Owl Class (Yr 1/2)

Text Coverage					See 2014 National Curriculum ( <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study</a> ) for statutory requirements:
<b>Narrative</b>	<u>Stories from a range of cultures/ Stories with predictable and patterned language</u> (4 weeks or 2 x 2 weeks)	<i>Extended stories – sustained writing</i> (3 weeks)	<i>Stories with familiar settings/situations/experiences (real &amp; fictional)</i> (4 weeks)	Traditional and fairy tales (includes plays) (4-5 weeks or 2-3 + 2 weeks)	Reading – word reading  Reading – comprehension  Writing – transcription  Writing – composition  Writing – vocabulary, grammar and punctuation
<b>Non-fiction</b>	<u>Labels, lists and captions</u> (1 week)	<u>Information texts</u> – introduction to alphabetically ordered resources (e.g. dictionary, word-bank, register) (5 weeks)	<i>Forms of communication (letters, invites)</i> (2 weeks)	<u>Instructions &amp; Explanation</u> (6 weeks)	
<b>Poetry</b>	<u>Introduction to poetry</u> (2 weeks)	<u>Pattern and rhyme</u> (2 weeks)	<i>Poet Study and writing in the style of (possible class contribution)</i>  (2 weeks)		
<b>Oracy</b>	<b>Performance Drama</b> e.g. Nativity, role-play,	<b>Public Speaking</b> e.g. class assemblies, Show & Tell	<b>Group Discussions</b> e.g. Circle Time,	<i>N.B * Integrated into other areas of the English curriculum and other subjects</i>	

### Cycle B Long Term Plans (English)– Owl Class (Yr 1/2)

Text Coverage					See 2014 National Curriculum ( <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study</a> ) for statutory requirements:
<b>Narrative</b>	<u>Stories with familiar settings</u> (4 weeks or 2 x 2 weeks)	<i>Fantasy Stories</i> (4 weeks or 2 x 2 weeks)	<i>Traditional stories – Twist a traditional tale</i> (4 weeks)	<i>Author study - Different stories by the same author</i> (3 weeks)	Reading – word reading  Reading – comprehension  Writing – transcription  Writing – composition  Writing – vocabulary, grammar and punctuation
<b>Non-fiction</b>	<u>Instructions</u> (3 weeks)	<u>Recounts</u> (3 weeks)	<i>Information texts (skills to access non-fiction texts e.g. dictionaries and create own)</i> (4 weeks)	<u>Reports (chronological and non-chronological – writing about real/fictional events)</u> (4 weeks)	
<b>Poetry</b>	<u>Poems on a theme</u> (2 weeks)	<i>Nonsense’ poetry</i> (2 weeks)	<i>Poetry Styles (e.g. acrostic, limerick)</i> (2 weeks)		
<b>Oracy</b>	<b>Performance Drama</b> e.g. Nativity, role-play,	<b>Public Speaking</b> e.g. class assemblies, Show & Tell	<b>Group Discussions</b> e.g. Circle Time,	<i>N.B * Integrated into other areas of the English curriculum and other subjects</i>	

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Italic = Year 2 curriculum map

Bold = Year 1 and 2 Curriculum map

**Cycle A & B Long Term Plans (Maths)– Owl Class (Yr 1/2)**

**Year 1**

<b>Number (24 weeks)</b>				<b>Measurement</b>	<b>Geometry (6 weeks)</b>	
<b>Number and place value</b>	<b>Addition and subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions</b>	<b>(6 weeks)</b>	<b>Properties of shape</b>	<b>Position and direction</b>

**Year 2**

<b>Number (22 weeks)</b>				<b>Measurement</b>	<b>Geometry (6 weeks)</b>		<b>Statistics (2 weeks)</b>
<b>Number and place value</b>	<b>Addition and subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions</b>	<b>(6 weeks)</b>	<b>Properties of shape</b>	<b>Position and direction</b>	

*N.B. Objectives placed in groups not indicative of order or time allocation. Plan objectives order and time allocation as appropriate*

See 2014 National Curriculum ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335158/PRIMARY\\_national\\_curriculum\\_-\\_Mathematics\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf)) for statutory requirements:

See Abacus (<https://www.activelearnprimary.co.uk/login?e=-1&c=0#abacus>) for planning guidance