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| Long Term Planning 2022-2023 | | | | | | | | | | | | |
| Term | 1 | 2 | 3 | | 4 | | 5 | | | 6 | |
| No of wks | 7 |  |  | |  | |  | | |  | |
| Topic | Weather | Transport | Africa | | Seaside/ Coasts | | Knights and castles | | | | |
| Writing opportunities in TOPIC | Poem about weather | Explanation on how a vehicle works | Information text about Africa/a country within | | Poster about how to stay safe a the seaside, list of what to take  Postcard from the seaside | | Recount as a knight    Story set in a castle | | | | |
| Enrichment | RNLI | Visit? |  | |  | |  | | | Warwick castle or sir teach a lot? | |
| Science | Seasonal changes-  **Wild Weather**  *Set a* | Materials  **Brilliant builders**  *Set b* | Animals including Humans  **People and their pets**  *Set b* | | Plants  **Growing things**  *Set a* | Materials  **Exploring changes**  *Set b* | | | | | Living things and their habitats  **Food chains**  Set a | |
| Literacy  Narrative  Set A  Hamilton | Stories in familiar settings  *The Tiger who comes to tea* by Judith Kerr  *Dogger*by Shirley Hughes  *Whatever next* by Jill Murphy | **Stories involving fantasy**  Quest stories,  Lost and Found | **Tales from a variety of cultures**  *Reaoeating patterns in African settings*  We’re going on a lion hunt Handa’s Hen  Handa’s Surprise | | **Traditional Tales:**  Cinderella, snow white, The Three Billy Goats Gruff Y1 | | **Fairy stories**  *Hansel and Gretel* by Anthony Browne  *Rapunzel* by Sarah GibbEnh | | | **Classic contemporary fiction**  *The Sand Horse* by Ann Turnbull and Michael Foreman  *Jo Jo The Melon Donkey* by Michael Morpurgo  OR  Stories by the same author: Anthony Browne | |
| Non-fiction | **Labels, lists, signs & posters Y1**  *The Favourite T-shirt*Hamilton Animated Text  *Clothes* Hamilton Animated Text  OR  Getting and giving information Not a stick by Antoinette Portis and Billy’s Bucket | **Information texts Y1**  *Big Machines*  The Usbourne Book of Big Machines | **Instructions and ExplanationsL** Pigeon books by Mo Willems Y1 | | **Recounts Y2**  *Farmer Duck*by Martin Waddell and Helen Oxenbury??? Or  Maisie’s dragon, `i love you blue kangaroo, the dragon machine, the velveteen rabbit, | | **Letters Y1**  *Dear Zoo*by Rod Campbell  *Dear Greenpeace* by Simon James  Grammar includes: | | | **Information texts: Minibeasts**  *Yucky Worms*by Vivian French (optional)  *A variety of books on Minibeasts*  *Worms* Hamilton Animated Tale | |
| Poetry | Anthologies: fantastic first poems | Poems with repeating patterns and rhymes | Humourous poems: Express ideas creatively | | Poems on a theme”Happy pems: | | Classic poems: traditional poems | | | Poems on a theme: Monster poems | |
| SPaG  Covered within the English lessons | Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark  Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; co-ordination: using conjunctions (and, or, but) to join simple sentences.  Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.  Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology.  Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.  Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command. | Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.  Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.  Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark  Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.  Year 1: Using capital letters for names of people, places, days of the week, etc.; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.  Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology. | Year 1: Writing, leaving spaces between words; forming lowercase letters correctly; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end  Year 2: Using adjectives to modify nouns; create expanded noun phrases; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks  Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end  Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; use grammatical terminology  Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc.  Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; beginning to use present and past tenses correctly | | Year 1: Beginning to use capital letters from proper names; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark  Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses  Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; beginning to use past tense and to differentiate it from present tense  Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses; using past tense correctly in recounts  Year 1: Using capital letters for the names of people, places, days of the week, etc.; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark  Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology | | Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; joining words and joining clauses using ‘and’; using a capital letter for names, days of the week, etc.  Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using apostrophes for contracted forms; using the grammar for Year 2 in appendix A  Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; leaving spaces between words; using a capital letter for names, days and for ‘I’; using ‘and’ to join words and clauses Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using subordination and co-ordination, writing sentences with more than one clause; using some features of standard written English; using commas for lists  Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc.; leaving spaces between words Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks | | | Year 1: Writing, leaving spaces between words; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end; using an exclamation mark and a question mark correctly Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using sentences with different forms: statement, question, exclamation and command; using expanded noun phrases to describe and specify  Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; using the grammar set out in appendix A Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using sentences with different forms: questions, exclamations, statements and commands; using subordination and co-ordination, writing sentences with more than one clause; using the grammar set out in appendix A  Year 1: Using capital letters for the names of people, places, days of the week, the beginning of lines in poems; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark  Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology | |
| Guided read | *Goat’s sore Tummy*  *Boris and the bug*  *The sad donkey* Hamilton Group Readers | *Chicken and Shark*  *Boris and Sid meet a shark* | *Stop that sound* Hamilton Group Readers | | *Sunilla and the dolphins* Hamilton Group Readers  *The Animals’ Outing* Hamilton Group Readers | | *Hansel and Gretel* Hamilton Group Reader  *Letters from the Zoo* Hamilton Group Reader | | | *Chicken and Shark*  *The Bug Hunt* Hamilton Group Readers : | |
| Class Text | *Fantastic Mr Fox by Roald Dahl* | *Pumpkin Soup*  *The Owl who was afraid of the dark*  *Man on the Moon* | Meerkat mail  Amazing grace  Where the wild things are  Sophie’s adventures  Tiger Walk  Lost and found | | Peace at last  Beegu  Flat Stanley  Gorilla  Meesha makes friends | | Elmer  Knuffle Bunny  There’s a tiger in the garden  Dear Earth  Luna and the pebble | | | Cops and Robbers  Sony Sharma very big sister  Great women who saved the planet | |
| Maths  White Rose | Year 1-  Place value (within 10).  Addition and subtraction (within 10).  Year 2-  Place value  Addition and subtraction | Year 1- Addition and subtraction cont. Shape  Place value (within 20)  Year 2-  Addition and Subtraction cont  Shape | Year 1-  Addition and subtraction (within 20)  Place value (within 50)  Year 2-  Money  Multiplication and division | | Year 1-  Place value cont.  Length and height.  Mass and volume  Year 2-  Length and height  Mass, capacity and temperature | | Year 1-  Multiplication and division  Fractions  Geometery-position and direction.  Year 2-  Fractions  Time | | Year 1-  Place value (within 100)  Money  Time  Year 2-  Time cont  Statistics  Position and direction | | |
| Computing  Purple  Mash | 1.1  Online safety and exploring purple mash  (4 sessions)  Unit 1.5 Maze explorers  (4 sessions) | 2.4  Questioning  (5 sessions)  2.7 Making music  (3 sessions) | 1.2 Grouping and sorting  ( 2 sessions)  2.2 Online safety  ( 3 sessions) | | 1.6  Animated Stories (5 sessions) | | 2.8  Presenting ideas  (4 sessions) | | 2.1  Coding  (5 sessions) | | |
| History |  | I am beginning to place a few events, people and objects in the correct time order.  I am beginning to recognise the differences between ways of life in the past and present. |  | Seaside holidays in the past  Grace Darling | | | | Royal family | | | Royal family? | |
| Geography | I can explain weather patterns in the UK.  I can explain why some countries are hot and cold.  I can explain why people live in different areas of the World.  I can make comparisons of **human** features of a small area in the UK and a small area in a contrasting country \*. |  | name and locate the world’s seven continents and five oceans  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  identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  use basic geographical vocabulary to refer to: 1 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 2- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  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  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 | Natural and man made features  Oceans | | | | London  Famous landmarks  Capital cities | | |  | |
| PSHE  SCARF Y2 | 1  **Me and my Relationships**  Bullying and teasing  Our school rules about bullying  Being a good friend  Feelings/self-regulation | 2  **Valuing Difference**  Being kind and helping others  Celebrating difference  People who help us  Listening Skills | 3  **Keeping Myself Safe**  Safe and unsafe secrets  Appropriate touch  Medicine safety | | 4  **Rights and Responsibilities**  Cooperation  Self-regulation  Online safety  Looking after money – saving and spending | | 5  **Being my Best**  Growth Mindset  Looking after my body  Hygiene and health  Exercise and sleep | | 6  **Growing and Changing**  Life cycles  Dealing with loss  Being supportive  Growing and changing  Privacy | | |
| RE | 1.2  Who made the  world? **Harvest** | 1.8  Who am I?  What does it mean to belong? | 1.1  What do  Christians believe God is like? | | 1.10  How should we care for  the world and for others, and why does it matter? | | 1.7  Who is Jewish and how do they live? | | | | |
| PE  Year 1  REAL PE. | Unit 1  Coordination through floor movement patterns  Static balances – one leg standing  Personal | Unit 2  Dynamic balance to agility  Seated static balances  Social | Unit 3  Dynamic balance  Static balance – small base  Cognitive | | Unit 4  Coordination – ball skills  Counter balance in pairs  Creative | | Unit 5  Coordination with equipment  Agility – reaction and response  Physical | | Unit 6  Agility – ball chasing  Static balance – floor work  Health and Fitness | | |
| Games  BR | Movement Skills with ball skills – Agility, balance, coordination. | Small-sided Invasion Games – large ball handling skills | Gymnastics | | Dance | | Athletic Activity/Target activities | | Net Games/striking games – small ball skills | | |
| DT | Make and use weather instruments  Design and make a ‘green man’ from clay  I select tools & materials & explain my choices.  I follow safety procedures.  use my own experiences to describe what my product is for.  I say how my product will work & whether it is for me or other people.  I develop & communicate ideas by talking & drawing.  I make judgements about my products & ideas using simple design criteria.  I suggest how my products could be improved.  I describe which materials products are made from.  I say what I do/don’t like about products. | Junk model futuristic transport  I can plan my design.  I select from tools & materials chosen by my teacher.  I can cut, shape & join materials.  I follow safety & hygiene procedures.  I talk about my design ideas, what I am making & how it could be improved.  I describe what products are, who they are for &how & where they are used.  I describe the simple characteristics of materials & components.  I measure, mark, cut, shape & join components.  I use some simple finishing techniques.  I can describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles).  I know how structures can be made stronger & more stable.  I use some technical vocabulary for the projects I undertake. | Moving books  design purposeful, functional, appealing products for themselves and other users based on design criteria  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  explore and evaluate a range of existing products  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | Mechanisms | | | | Royal  Crowns, plates | | | Food make a salad  Structures | |
| Art | I can use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space.  I can explore ideas about sculpture and use materials and processes to make models that show my ideas.  I understand how different materials look and feel, and use this knowledge to make choices and develop my work.  I can use the properties of shape, form and texture of materials to create a 3D model  I can say what I think and feel about my own and others' work, including artists, designers and craftspeople | Tone/ texture | 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 | Puppets- Punch and Judy | | | | Food around the world | | |  | |
| Music | Hands, Feet, Heart  *Year 2* | Ho Ho Ho  Year 1 | In The groove  Year 1 | Zoo Time  Year 2 | | | | Friendship Year 2 | | | Reflect, Rewind, replay Year 1 | |