

WATERHOUSES CE (VC) PRIMARY SCHOOL
YEAR 1/2 LONG TERM PLAN 2017-18

	Autumn 1 7 wks	Autumn 2 7 wks	Spring 1 6 wks	Spring 2 5 wks	Summer 1 7 wks	Summer 2 7 wks
TOPIC TITLE	Dig it up (Archaeology – Dinosaurs)	Winter Wonderland (Enterprise and money based theme)	Extreme Weather (UK based theme)	Cracking Ideas (Lives of significant individuals)	From Field to Fork	African Adventure
Entry point	Dinosaur Day	Money Week – Setting up your own business	Setting up a weather station	Visit to Churnet Valley Railway	Visit to Morrisons	African drumming workshop
Exit point	Visit to Chester Zoo	Christmas Fayre – Selling handmade products	Weather Activity Day	Museum display of our inventions (parents to visit)	Healthy eating cafe	African cooking
VALUE	Responsibility	Peace	Compassion	Forgiveness	Generosity	Respect
Curriculum Enrichment Visits/ Visitors	Harvest Festival Grandparents' Day	World Diabetes Day/Children in Need Diwali Bonfire Night/Guy Fawkes Advent Christmas Play Pantomime Church- carol service Christmas Fayre	Chinese New Year Internet Safety Day Pancake Day/Ash Wednesday	World Book Day Easter Sport Relief	St George's day	Sports Day/Summer fayre African drumming workshop
Numeracy	Y1-Number- place value, addition, subtraction – all within 10 Y2 – Number – place value; addition and subtraction Measurement – length and mass	Y1 – Measurement – Money and time Number -place value within 20 Y2 –Number – Multiplication and division Graphs Money week (Y1 and Y2)	Y1 – Number – Addition and subtraction within 20; place value within 50 (multiples of 2, 5 and 10 to be included) Y2- Measurement- Money Geometry – Properties of shape	Y1 – Measurement – Length and height; weight and volume Geometry – Properties of shape. Y2- Number – fractions Geometry – Position and direction	Y1 – Number – multiplication and division (reinforce multiples of 2, 5 and 10); fractions; Y2 – Measurement – time Measurement – Capacity volume and temperature .	Y1 – Number - place value within 100 Geometry- position and direction Measurement - money and time Y2 – Investigations – post SATS project work

<p>English – Writing</p> <p>(ongoing- each term choose a significant poem to learn and perform off by heart)</p> <p>15 minutes dedicated grammar teaching daily</p>	<p>Poetry_ –performance poetry eg Dinosaur chants and raps –</p> <p>Fiction-Stories set in imaginary worlds</p> <p>Non-fiction - Create an information book about dinosaurs. Write fact files and create a quiz about dinosaurs.</p>	<p>Poetry– Christmas/winter poems</p> <p>Fiction – Play scripts based on a traditional tale e.g Little Red Riding Hood</p> <p>Non-fiction - Write instructions (linked to D & T)</p>	<p>Poetry_: Poems using senses (relate to weather)</p> <p>Fiction_ Contemporary Fiction</p> <p>Non-fiction – Write weather reports</p>	<p>Poetry_- limericks, humorous poems</p> <p>Fiction- Stories set in familiar settings</p> <p>Non-fiction – Write labels, lists, captions of their invention. Create a glossary (linked to D&T)</p>	<p>Poetry - Nursery rhymes/traditional poems.</p> <p>Fiction- Traditional stories</p> <p>Non-fiction –Explanations (how our food gets from field to fork)</p>	<p>Poetry_African poems</p> <p>Fiction- Traditional stories from another culture (Africa) eg Handa’s Surprise,</p> <p>Non-fiction- Letter writing to link school</p>
<p>English-Reading</p>	<p>Daily 15 minutes differentiated phonics and spelling work</p> <p>Daily 30 minutes reading sessions with one focussed guided group each day</p> <p>Y2 -Accelerated Reader - Pupils take quizzes and earn rewards for the books they read at home/in school and for their reading progress.</p> <p>Listen to traditional tales. Children need to listen to and tell stories often so as to internalise the structure.</p> <p>Listen to a range of texts.</p> <p>Listen to short novels over time (daily story to be read to the children)</p> <p>Become familiar with a wide range of texts of different lengths.</p> <p>Termly Author Focus and termly celebrations of reading (world book day etc)</p> <p>Discuss class texts and own reading books.</p> <p>Use the class and school libraries</p>					
<p>RE (Year B)</p>	<p>Why do we celebrate the Harvest? Link to Sukkot</p>	<p>What is Diwali?</p> <p>What are the Christian symbols of Christmas?</p>	<p>Why are some books treated in a special way- Bible & Qur’an</p>	<p>Why is Easter important to Christians?</p>	<p>What does it mean to be a Muslim? (Compare to what it means to be a Christian)</p>	<p>What special things do we use to help us worship?</p>

<p>PSHCE/ British Values</p>	<p>Rule of law, democracy, individual liberty and mutual respect – Democracy - voting for school council, worship council, new class and school rules, new beginnings, keeping promises).</p> <p>Living in the Wider World - Me and My School</p> <p>Value – Responsibility</p>	<p>Tolerance of those with different faiths and beliefs – Diwali and Fireworks, Christmas around the world</p> <p>Mutual Respect/ Relationships- Anti-bullying Week</p> <p>Health and Wellbeing- World Diabetes Day</p> <p>Living in the Wider World – PFEG- My Money Week (as part of 'Winter is the business' enterprise topic.</p> <p>Me and My Safety – Safe and unsafe</p> <p>Keeping safe – fire safety Road safety</p> <p>Value – Peace (links with Christmas)</p>	<p>Tolerance of those with different faiths and beliefs – Chinese New year</p> <p>Health and Wellbeing- Me and My Relationships</p> <p>Value – Compassion (links with RE topic – founders and leaders).</p>	<p>Individual liberty and mutual respect- Links with values education (forgiveness).</p> <p>Living in the Wider world – Relationships/Mutual Respect- Me and Other People</p> <p>Value – Forgiveness (links with RE topic-suffering and hardship).</p>	<p>British Values- St Georges Day</p> <p>Health and Wellbeing - Exercise and healthy living/eating (Links with science objectives)</p> <p>Living in the Wider world/ Mutual Respect- Happy and Healthy Me</p> <p>Value – Generosity (links with Fairtrade work in topic).</p>	<p>Tolerance of those with different faiths and beliefs/mutual respect – African culture (links with African adventure topic).</p> <p>Living in the Wider world/ Mutual Respect- Me and the World – Local area and Money</p> <p>Value – Respect (Links to topic and respect for other cultures and countries).</p>
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<p>ICT</p>	<p>Online safety: Staying safe online</p> <p>As computer scientists we will Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions</p> <p>(Dinosaurs)</p>	<p>Online safety – Keep it private</p> <p>As computer scientists we will Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</p> <p>(Email)</p>	<p>Online safety – Internet Safety Day</p> <p>As computer scientists we will use simple databases to record information in areas across the curriculum.</p> <p>(Super Scientists)</p>	<p>Online safety - – Screen out the mean.</p> <p>As computer scientists we will Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</p> <ul style="list-style-type: none"> • Write and test simple programs. • Use logical reasoning to predict the behaviour of simple programs. <p>(Let's Fix It)</p>	<p>Online-safely – Using key words</p> <p>As computer scientists we will Use a range of applications and devices in order to communicate ideas, work and messages</p> <p>(Vehicles)</p>	<p>Online safety – Going places safely</p> <p>As computer scientists we will Use a range of applications and devices in order to communicate ideas, work and messages</p> <p>(We are all connected)</p>
<p>SCIENCE (work scientifically-ongoing) (seasons and associated weather, growing plants ongoing)</p>	<p>As Scientists we will understand animals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify and name a variety of common animals</p> <p>Describe and compare the structure of a variety of common animals</p> <p>Identify and name a variety of plants and animals in their habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>As Scientists we will investigate sound and hearing</p> <p>Observe and name a variety of sources of sound, noticing that we hear with our ears</p>	<p>As Scientists we will understand the Earth's movement in space.</p> <p>Observe and describe weather associated with the seasons.</p>	<p>As Scientists we will understand movement</p> <p>Notice and describe how things move.</p>	<p>As Scientists we will understand plants</p> <p>Identify and name a variety of common plants including garden plants, wild plants and trees and those classified and deciduous and evergreen.</p>	<p>As Scientiststs we will investigate living things</p> <p>Explore differences between things that are living, that are dead and that have never been alive</p> <p>Animals in their habitats- African animals, recap food chains</p>

GEOGRAPHY	<p>As geographers, what can you find out about.....What the environment was like during the time of the dinosaurs?</p> <p>Was it hot or cold?</p> <p>What was the vegetation like?</p> <p>How did the environment change and dinosaurs become extinct?</p>		<p>As geographers, what can your report about.... The Extremes of weather?</p> <p>Learn about the amazing weather around the world.</p> <p>Name the continents and oceans</p> <p>Practise mapping skills</p> <p>Learn and practise geographical vocabulary</p> <p>Identify patterns</p> <p>Identify some key features of the places we study</p>			<p>As geographers can you ...find the similarities and differences between Kenya and the UK?</p> <p>Compare & contrast-non-European locality-Kenya. (include world map)</p>
HISTORY	<p>As archaeologists, what can you dig up about... the time of the dinosaurs?</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Being an archaeologist-famous archaeologist eg Mary Anning</p> <p>Study the lives of significant individuals in Britain's past.</p> <p>Understanding chronology-how long ago were the dinosaurs</p>			<p>As historians, what can you find out about... the lives of significant individuals in Britain's past.</p> <p>Study the lives of significant individuals in Britain's past.</p> <p>Study the lives of significant individuals around the rest of the world.</p>		
PE	Swimming/Multi-skills	Swimming/Dance	Swimming/Gymnastics	Swimming/Invasion games	Swimming/Throwing and catching/target games	Swimming/Athletics
DT		Textiles Shape textiles using templates. Join textiles using running		Mechanics Explore designs from history. Use materials to create	Food Understand where food comes from and prepare a healthy dish.	Food Kenyan food- fruits and vegetables African cookery

		<p>stitch.</p> <p>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>Use software to design.</p> <p>Make products, refining the design as work progresses.</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>		own products using levers and wheels.		
ART	<p>Printing Use repeating or overlapping shapes to create images of dinosaurs.</p>		<p>Drawing/Painting Draw and paint storms</p> <p>Digital media Collect and change pictures of local weather. (ICT link)</p>		<p>Take inspiration from the Greats/Collage Look at a significant artist who painted fruit and recreate own picture using collage, painting.</p>	<p>Take inspiration from the Greats/ Painting African sunset pictures based on famous artists.</p> <p>Sculpture Create a sculpture of an African animal.</p>
MUSIC	<p>Zootime : Animals and songs through rhyme – historical context of musical styles Songs : to include dinosaur songs from FS</p>	<p>Performance (singing)- Christmas play</p>	<p>Glockenspiel songs 1 Introduce the language of music, theory and composition - Link with chime bars</p> <p>Use to create weather music (rain, storms etc)</p>	<p>I wanna play in a band – links to teamwork and working together :</p>	<p>Reflect Rewind and replay – linked with year 2</p>	<p>Hands, feet, heart – south African song</p>

<p>French LCP Primary French Scheme (Y2 only)</p>				
<p>SMSC Multicultural opportunities</p>	<p>Spirituality- Is it right to dig up the past?</p> <p>Aspirations – famous/significant archaeologists and historians.</p> <p>Diversity – Harvest in different countries in need.</p> <p>Raising money for charity- World Diabetes Day/Children in Need Remembrance</p>	<p>Diversity/Spirituality - Christmas around the world- e.g Christian celebrations in Africa and differences between religious traditions/celebrations around the world.</p> <p>Assembly to share class research about Christmas in a particular country.</p> <p>Aspirations – Running a business – achieving economic wellbeing</p>	<p>Spirituality- Is extreme weather an act of God? Noah’s Ark – Why was Noah brave?</p> <p>Aspirations – Explore the work of the RNLI and other rescue operations</p> <p>Diversity – Helping others – third world countries.</p> <p>Spirituality- The Easter Story</p> <p>Aspirations – famous/significant inventors/entrepreneurs – what impact on society have significant inventions had? What would life be like without them?</p> <p>Diversity – Sport relief – countries involved and reasons for helping.</p> <p>Raising money for charity- Sport Relief</p>	<p>Spirituality- Feeding the 5000</p> <p>Aspirations – visit to Morrisons – looking at the different roles of those involved in getting our food from field to fork.</p> <p>Diversity – Fairtrade countries (fair deal for farmers)</p> <p>Spirituality- Looking at Christian communities in Africa.</p> <p>Aspirations –Travel and discovery of the world.</p> <p>Diversity – African culture – link with school in Kenya.</p> <p>Sports Day</p>