

Forest Hills Primary School
Long Term Planning Cycle A 2021-22
Year 1/2

	Autumn	Spring	Summer
Topics	Fun and Games	Houses, homes and habitats	Journeys Around the World
Books / Texts that link	The Day the Crayons Quit Dogger Amazing Grace Lost in the Toy Museum	Samuel Pepys Diary 3 Little Pigs / 3 Little Wolves and the Big Bad Pig / The True Story of the 3 Little Pigs A Squash and a Squeeze The Tiger Who Came to Tea	Meerkat Mail The Jolly Postman The Koala Who Could Aboriginal Creation Stories The Snail and the Whale Handa's Surprise
Visits/visitors	Sudbury Hall Grandparents Day Seaside (Llandudno)	Rugeley Walk Firefighter Visit	Visit to the Post Office Australia Day
Subjects			
Science Year 1 Year 2	<p style="text-align: center;">Forces (WS)</p> <p>compare how things move on different surfaces (Y3) asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p> <p style="text-align: center;">Animals, inc. Humans</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense notice that animals, including humans, have offspring which grow into adults 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</p>	<p style="text-align: center;">Everyday Materials / Materials</p> <p>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 compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p style="text-align: center;">Living Things and their Habitats</p> <p>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 identify and name a variety of plants and animals in their habitats, including microhabitats 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 style="text-align: center;">Living Things and their Habitats</p> <p>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 identify and name a variety of plants and animals in their habitats, including microhabitats 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 style="text-align: center;">Plants</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p style="text-align: center;">Animals, inc. Humans</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense notice that animals, including humans, have offspring which grow into adults 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</p>
	<p style="text-align: center;">Seasonal Changes</p> <p>observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies</p>		
	<p style="text-align: center;">Working Scientifically</p> <p>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p>		
History	<p style="text-align: center;">Toys – Victorian to present</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p style="text-align: center;">Great Fire of London 1666</p> <p>events beyond living memory that are significant nationally or globally</p> <p style="text-align: center;">Great Fire of Rugeley 1709</p> <p>significant historical events, people and places in their own locality.</p>	<p style="text-align: center;">Communication Around the World</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p style="text-align: center;">Alexander Graham Bell / Tim Berners Lee</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
Geography	<p style="text-align: center;">Beaches and the Seaside – Victorian to present</p> <p style="text-align: center;"><u>Place knowledge</u></p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <u>Human and physical geography</u> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, hill, mountain, sea, river, valley, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical skills and fieldwork</u> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p style="text-align: center;">The United Kingdom</p> <p style="text-align: center;"><u>Locational knowledge</u></p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Human and physical geography</u> use basic geographical vocabulary to refer to: key physical features, including forest, hill, mountain, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office and shop <u>Geographical skills and fieldwork</u> use world maps, atlases and globes to identify the United Kingdom and its countries use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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</p>	<p style="text-align: center;">Australia</p> <p style="text-align: center;"><u>Locational knowledge</u></p> <p>name and locate the world's seven continents and five oceans <u>Place knowledge</u></p> <p>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 <u>Human and physical geography</u> 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical skills and fieldwork</u> 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</p>
	<p style="text-align: center;">Seasonal Weather Patterns</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>		

Art	<p>Toys <i>Observational drawings</i> to use drawing and painting 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</p>	<p>Houses <i>Observational drawings</i> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Great Fire of London <i>Painting / Artists</i> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Aboriginal Art 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</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
	Sketch Books		
D&T	<p>Simple Victorian Toy / Carousel 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 Make: select from and use a range of tools and equipment to perform practical select from and use a wide range of materials and components, including construction materials, according to their characteristics Evaluate and explore a range of existing products evaluate their ideas and products against design criteria Technical knowledge explore and use mechanisms [levers, sliders, wheels and axles], in their products.</p>	<p>Model Houses <i>GFOL/GFOR</i> Design purposeful, functional, appealing products for themselves and other users based on design criteria Make: select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, according to their characteristics Evaluate and explore a range of existing products evaluate their ideas and products against design criteria Technical knowledge: build structures, exploring how they can be made stronger and more stable</p>	<p>Food and Nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</p>
	<p>Victorian Fairground Music play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Making Music with Nature experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Singing / Recorders <i>London's Burning</i> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically</p>	<p>Aboriginal Music play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>African Drumming use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically.</p>
PE	<p>Gymnastics master basic movements including developing balance and co-ordination, and begin to apply these in a range of activities</p> <p>Team Games participate in team games, developing simple tactics for attacking and defending</p>	<p>Dance perform dances using simple movement patterns</p> <p>Gymnastics master basic movements including developing balance and co-ordination, and begin to apply these in a range of activities</p>	<p>Multi-skills master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Athletics master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
	<p>Victorian Fairground Music <i>Digital Musician</i> use technology purposefully to create digital content recognise common uses of information technology beyond school</p> <p>Games – Beebot and Scratch Jr <i>Digital Programmer</i> understand what algorithms are; how they are implemented as programs devices; and that programs execute by following precise instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs</p>	<p>Houses and Habitats in Rugeley <i>Digital Photographer</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p> <p>GFOL Animation - 2Animate <i>Digital Animator</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p>	<p>Aboriginal Art – 2Paint <i>Digital Artist</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p> <p>Australia – Adobe Spark Page <i>Digital Researcher and Presenter</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p>
Computing	eSafety use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies		
	<p>Christianity <u>Beliefs, teachings and sources</u> Engage with stories from religious literature and talk about their meaning Explore stories about the lives and teachings of key religious figures Find out about ways in which sacred texts are regarded, read and handled by believers <u>Practices and ways of life</u> Find out about how and when people worship and ask questions about why this is important to believers <u>Meaning, purpose and truth</u> Listen to and ask questions about stories of individuals and their relationship with God Explore a range of stories and talk about the meaning they have for believers <u>Values and commitments</u> Reflect and respond to stories highlighting the morals and values of believers in practice Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions Explore stories from religious traditions and find out about attitudes to the natural world</p> <p>Christmas Story – Focus on Gifts <u>Practices and ways of life</u> Explore the preparations for and find out about the celebration of festivals <u>Expressing meaning</u> Engage with religious beliefs expressed through story, symbol and other visual forms of expression</p>	<p>Places of Worship <i>Churches / Mosque</i> <i>Link to St. Paul's Cathedral</i> <u>Beliefs, teachings and sources</u> Find out about ways in which sacred texts are regarded, read and handled by believers <u>Practices and ways of life</u> Find out about how and when people worship and ask questions about why this is important to believers <u>Expressing meaning</u> Explore, as appropriate, the special nature of artefacts used in worship Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies</p> <p>Easter Story – Focus on Symbolism <u>Practices and ways of life</u> Explore the preparations for and find out about the celebration of festivals <u>Expressing meaning</u> Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies</p>	<p>Creation Stories from Around the World <u>Beliefs, teachings and sources</u> Engage with stories and extracts from religious literature and talk about their meaning Explore stories about the lives teachings of key religious figures <u>Expressing meaning</u> Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression <u>Values and commitments</u> Explore stories from religious traditions and find out about attitudes to the natural world</p> <p>Belonging <u>Practices and ways of life</u> Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives <u>Identify diversity and belonging</u> Reflect and respond to stories about belonging and relating to religious communities Identify and ask questions about customs associated with particular religious communities Find out about ceremonies in which special moments in the life are marked</p>
PSHE	<p>Relationships Topic 1: Families and people who care for me Topic 5: Being Safe Physical Health and Mental Wellbeing Topic 1: Mental wellbeing Topic 5: Drugs, alcohol and tobacco Topic 7: Basic First Aid Living in the Wider World (L1-3)</p>	<p>Relationships Topic 1: Caring Friendships Topic 4: Online Relationships Physical Health and Mental Wellbeing Topic 2: Internet safety and harms Living in the Wider World (L4-5)</p>	<p>Relationships Topic 3: Respectful relationships Physical Health and Mental Wellbeing Topic 6: Health and prevention (Sunsafe) Topic 8: Changing Adolescent Body Living in the Wider World (L6-9)</p>
	Physical Health and Mental Wellbeing Topic 3: Physical Health and Fitness Topic 4: Healthy Eating Topic 6: Health and prevention		