

Forest Hills Primary School  
Long Term Planning Cycle B 2020-21

Year 1/2

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topics</b>	<b>Local Heroes</b>	<b>Through the Keyhole</b>	<b>Hot, Cold and Wild Weather</b>
<b>Books / Texts that link</b>	<p style="text-align: center;">What the Ladybird Heard Superworm Zog and the Flying Doctors Fairy Tales Highway Rat</p>	<p style="text-align: center;">We're Going on a Bear Hunt Goldilocks and the Three Bears Gruffalo Stick Man Where the Wild Things Are The Tunnel Into the Forest</p>	<p style="text-align: center;">The Mousehole Cat The Most Magnificent Mosque  Bubbles (Literacy Shed)</p>
<b>Visits/visitors</b>	Doctor / Nurse / Paramedic / Air Ambulance	Gruffalo Trail – Cannock Chase Amazon Power Station Site	The Snow Dome, Tamworth
<b>Subjects</b>			
<b>Science</b> <b>Year 1</b> <b>Year 2</b>	<p style="text-align: center;"><b>Animals, inc. Humans</b> 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;"><b>Plants</b> 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;"><b>Living Things and their Habitats</b> 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;"><b>Animals, inc Humans</b> 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) 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;"><b>Plants</b> 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;"><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 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 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;"><b>Living Things and their Habitats</b> 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</p> <p style="text-align: center;"><b>Materials (WS)</b> <i>Charles Macintosh</i> 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 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;"><b>Seasonal Changes</b> <b>Working Scientifically</b> 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>		
<b>History</b>	<p style="text-align: center;"><b>Florence Nightingale / Mary Seacole</b> 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>	<p style="text-align: center;"><b>Rugeley</b> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality.</p>	<p style="text-align: center;"><b>Exploration – The Poles and K2</b> events beyond living memory that are significant nationally or globally 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>
<b>Geography</b>	<p style="text-align: center;"><b>Our Immediate Locality</b> <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; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p style="text-align: center;"><b>Local Study</b> <u>Locational knowledge</u> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Place knowledge</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley and vegetation key human features, including: town, village, factory, farm, house 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; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p style="text-align: center;"><b>Pakistan and Antarctica</b> <u>Locational knowledge</u> name and locate the world's seven continents and five oceans <u>Place knowledge</u> 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: hill, mountain, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, farm and house <u>Geographical skills and fieldwork</u> use world maps, atlases and globes to identify the the countries, continents and oceans studied at this key stage use aerial photographs and plan perspectives to recognise basic human and physical features</p>
	<p style="text-align: center;"><b>Seasonal Weather Patterns</b> identify seasonal and daily weather patterns in the United Kingdom</p>		

<b>Art</b>	<p><b>Artists</b> <i>Banksy – NHS Heroes</i> 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 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><b>Collages</b> <i>Natural Materials</i> 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 <b>Artists</b> <i>Andy Goldsworthy</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><b>Painting</b> <i>Storms</i> 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>
	<b>Sketch books</b>		
<b>D&amp;T</b>	<p><b>Food and Nutrition</b> <i>Healthy Heroes</i> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</p>	<p><b>Textiles</b> <i>Leaves</i> <b>Design</b> 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 <b>Make:</b> 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 <b>Evaluate</b> and explore a range of existing products evaluate their ideas and products against design criteria</p>	<p><b>Moving Pictures</b> <i>The Mousehole Cat</i> <b>Design</b> 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 <b>Make:</b> select from and use a range of tools and equipment to perform practical tasks <b>Evaluate</b> and explore a range of existing products evaluate ideas and products against design criteria <b>Technical knowledge:</b> use mechanisms [levers, sliders] in their products.</p>
	<p><b>Rhythm and Pace</b> <i>Ride of the Valkyries</i> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><b>Singing</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b>Create</b> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
<b>PE</b>	<p><b>Dance</b> perform dances using simple movement patterns <b>Gymnastics</b> master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Multi-Skills</b> 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 <b>Team Games</b> participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Athletics</b> master basic movements including running, jumping, throwing and catching, as well as agility and co-ordination, and begin to apply these in a range of activities <b>Dance</b> perform dances using simple movement patterns</p>
	<p><b>Our locality - Beebot</b> <i>Digital Programmer</i> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <b>Florence and Mary</b> <i>Digital Researcher and Presenter</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Our Natural World</b> <i>Digital Photography</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school <b>The Chase</b> <i>Digital Artist</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Storms and Wild Weather</b> <i>Digital Musician</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content <b>The Mousehole Cat – 2Animate</b> <i>Digital Animation</i> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p>
<b>Computing</b>	<b>eSafety – link to Goldilocks</b> 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><b>Symbols: Signs and Actions</b> <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 Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression <u>Values and commitments</u> Reflect and respond to stories highlighting the morals and values of believers in practice <b>Christmas Story – Focus: Kindness</b> <u>Beliefs, teachings and sources</u> Engage with stories and extracts from religious literature and talk about their meaning <u>Practices and ways of life</u> Explore the preparations for and find out about the celebration of festivals <u>Meaning, purpose and truth</u> Ask and respond imaginatively to questions about things that are interesting or puzzling in the world Listen to and ask questions about stories of individuals and their relationship with God <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><b>Belonging</b> <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>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>Expressing meaning</u> Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies <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 <b>Easter Story – Focus: Last Supper</b> <u>Beliefs, teachings and sources</u> Engage with stories and extracts from religious literature and talk about their meaning <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 extracts from sacred writing 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</p>	<p><b>Islam</b> <u>Beliefs, teachings and sources</u> Engage with stories from religious literature and talk about their meaning Explore stories about teachings of 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 Explore the preparations for and find out about the celebration of festivals <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 <u>Identify diversity and belonging</u> Identify and ask questions about customs associated with particular religious communities <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 extracts from sacred writing 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>
<b>PSHE</b>	<p><b>Relationships</b> Topic 1: Families and people who care for me Topic 5: Being Safe <b>Physical Health and Mental Wellbeing</b> Topic 1: Mental wellbeing Topic 5: Drugs, alcohol and tobacco Topic 7: Basic First Aid Living in the Wider World (L1-3)</p>	<p><b>Relationships</b> Topic 1: Caring Friendships Topic 4: Online Relationships <b>Physical Health and Mental Wellbeing</b> Topic 2: Internet safety and harms Topic 8: Changing Adolescent Body Living in the Wider World (L4-5)</p>	<p><b>Relationships</b> Topic 3: Respectful relationships <b>Physical Health and Mental Wellbeing</b> Topic 6: Health and prevention (Sunsafe) Living in the Wider World (L6-9)</p>
	<b>Physical Health and Mental Wellbeing</b> Topic 3: Physical Health and Fitness Topic 4: Healthy Eating Topic 6: Health and prevention		