



Long Term Plan

Year 1 & 2

Cycle A – 2025-2026
Cycle B – 2024-2025

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Fiction - The Three Billy Goats Gruff Non-fiction - persuasive writing	Fiction - The Magic Porridge Pot Non Fiction - Instructions for making porridge	Little Red Riding Hood – Fiction Explanation Text about Wolves	Fiction – Kassim and the Greedy Dragon Instructions – How to trap a giant	Fiction – The Magic Brush Non fiction – Non chronological report about China	Fiction – The Story of Pirate Tom Non Fiction – Recount
Maths	Place Value Money	Addition and Subtraction Money	Addition and Subtraction Place value and multiplication	Division Place value Measure Position and Direction	Shape Fractions	Time Measure Consolidation
History	How was school different in the past? (6 lessons) Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.		How did we learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.		/2: What is history? (Cycle B) Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking	

					<p>questions and examining photographs.</p> <p>Add in 1 or 2 lessons on the history of the Kiwi</p>	
Geography		<p>Y1/2: Where am I? (Cycle B)</p> <p>Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.</p>		<p>Y1/2: Why is our world wonderful? (Kapow)</p> <p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this</p>		<p>Y1/2: What can you see at the coast? (Cycle A)</p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p>
Art	<p>Painting and mixed media Life in Colour</p> <p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p>Sculpture & 3D Clay Houses</p> <p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>		<p>Drawing Tell a Story</p> <p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings</p>		

DT			<p>Structures – baby bear’s chair Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.</p>		<p>Mechanisms – moving monsters After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.</p>	<p>Cooking and nutrition – balanced diet Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy</p>
Music	<p>Dynamics, timbre, tempo and motifs (Theme: Space) Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motif</p>	<p>Nativity Songs Musical Me – Man in a well</p>	<p>Orchestral instruments (Theme: Traditional Western stories) Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<p>West African call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p>	<p>Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Learning to create music through the use of a graphic score.</p>	<p>On this island: British songs and sounds Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.</p>
Science	<p>Habitats Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals</p>	<p>Microhabitats Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They</p>	<p>Uses of everyday Materials Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to</p>	<p>Life Cycles and Health Studying the life cycles of various animals, children learn what animals need to survive and how they change over time.</p>	<p>Making connections: Plant-based materials Children identify ways to reduce, reuse and recycle and draw on their knowledge of properties to invent unusual and creative</p>	<p>Plant Growth Using their prior knowledge of important plant structures, children explain what factors are needed for successful growth and</p>

	that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.	discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.	specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children learn about the harmful effects of plastic and explore eco-friendly alternatives.	Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider the role of expert scientific knowledge in careers that inform people to make healthy choices.	uses for old objects. They discover some natural materials are derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for making homemade plant pots, venturing outdoors to find natural materials to decorate them.	compare how those needs vary across different plants. They grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases. Pupils take their own measurements and reflect on historical examples to understand how conclusions can be drawn.
SCARF	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
PE	Dance Football	Gymnastics Hockey	Fitness Basketball	Dodgeball Golf	Badminton Athletics	Orienteering Cricket
RE	Respectful R&W (1 lesson) By discussing whether they believe or do not believe certain statements to be true, children learn what believing in something means. The 'Wonder box' is introduced as a way of sharing challenging questions How did the world begin? Explore a range of creation stories in imaginative ways and	What do some people believe God looked like? Exploring how other people understand God on Earth considering different representations of God and understanding why this is challenging Muslim, Christian, Hindu	What is God's job? Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people	Why should we care for the world? Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.	How do we know that babies are special? Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.	Why should we care for others? Investigating the importance of taking care of others from different views

	consider how creation stories help some people understand what God is like. Christian, Jewish, Hindu (plus the opportunity to include locally represented world view)		Muslim, Christian, Jewish, Hindu Zoroastrianism	Muslim, Jewish, Hindu, Jain, Humanist	Muslim, Christian, Hindu, Humanist (plus option to include locally represented worldview)	Sikh, Muslim, Christian, Jewish, Humanist
Computing	KSI Computing: What Is A Computer Exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention.	Y2 : Computing: Word Processing Skills Developing touch typing skills, learning keyboard shortcuts and simple editing tools.	KSI Computing: Algorithms and Debugging Developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.	Stop Motion Animation Using Tablets Learning how to create simple animations from storyboarding creative ideas	Programming: Scratch JR Exploring what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke.	KSI Computing: Data Handling Learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans, to survive.
	Online Safety L1 (Year 2 unit)	Online Safety L2 (Year 2 unit)	Internet safety day (Year 2 unit)	Online Safety L3 (Year 2 unit)	Online Safety L4 (Year 2 unit)	

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Maths						
History	How am I making history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children		How have toys changed? (Kapow) Sequencing toys into a physical timeline, children investigate artefacts from the past		How have explorers changed the world? (Kapow) Finding out about events and people beyond living memory, children focus	

	investigate chronology. Beginning to look at a simple timeline extending back to before they were born.		and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.		on e plovers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.	
Geography		<p>What is it like here? (Kapow)</p> <p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>		<p>What is the weather like in the UK? (Kapow)</p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p>		<p>Y1/2: What is it like to live in Shanghai? (Cycle B) Edit to be Fiji / Nepal</p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>

<p>Art</p>	<p>Drawing Making your mark Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>			<p>Painting and mixed media Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p>Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.</p>	
<p>DT</p>		<p>Mechanisms – making a moving story book Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it.</p>	<p>Textiles – puppets Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.</p>			<p>Cooking and nutrition – smoothies Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.</p>
<p>Music</p>	<p>Pulse and rhythm (Theme: All about me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p>	<p>Tempo (Theme: Snail and mouse) Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>	<p>Musical vocabulary (Theme: Under the Sea) Exploring key musical vocabulary, through making visits to underwater worlds and a coral reef. Listening and moving to different types of sea themed music.</p>	<p>Timbre and rhythmic patterns (Theme: Fairy tales) Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.</p>	<p>Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.</p>	<p>Vocal and body sounds (Theme: by the sea) Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.</p>

Science	<p>Seasonal Changes Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job.</p>	<p>Everyday Materials Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and group materials based on their properties.</p>	<p>Sensitive Bodies Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work</p>	<p>Comparing Animals Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.</p>	<p>Introduction to Plants Identifying the key features of a plant, children describe important structures and make comparisons between different plants. Pupils use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. They begin to explore how plants are used by humans and grow their own herb garden.</p>	<p>Making connections: Investigating science through stories Using picture books as inspiration, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They build waterproof animal homes with natural materials and sort birds according to their diet.</p>
SCARF	<ul style="list-style-type: none"> Feelings Getting help Classroom rules Special people Being a good friend 	<ul style="list-style-type: none"> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help 	<ul style="list-style-type: none"> How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep 	<ul style="list-style-type: none"> Taking care of things: Myself My money My environment 	<ul style="list-style-type: none"> Growth Mindset Healthy eating Hygiene and health Cooperation 	<ul style="list-style-type: none"> Getting help Becoming independent My body parts Taking care of self and others
PE	<ul style="list-style-type: none"> Dance Football 	<ul style="list-style-type: none"> Gymnastics Hockey 	<ul style="list-style-type: none"> Fitness Netball 	<ul style="list-style-type: none"> Dodgeball Tennis 	<ul style="list-style-type: none"> Volleyball Athletics 	<ul style="list-style-type: none"> Orienteering Rounders
RE	<ul style="list-style-type: none"> Why do we need to give thanks? 	<ul style="list-style-type: none"> What do candles mean to people? 	<ul style="list-style-type: none"> How do we know some people have a 	<ul style="list-style-type: none"> What is a prophet? 	<ul style="list-style-type: none"> How do some people talk to God? 	<ul style="list-style-type: none"> Where do some people talk to God?

			special connection to God?			
Computing	Improving mouse skills Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits	KSI YI Computing: Algorithms Unplugged Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific	KSI Computing: Skills Showcase: Rocket to the Moon Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data.	KSI Computing: Programming Bee Bot Introducing programming through the use of a Bee-Bot and exploring its functions.	KSI YI: Computing: Digital Imagery (using office 365) Taking and editing photos, searching for and adding images to a project.	KSI Computing: Introduction to Data Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded.
	Online Safety L1 (YI unit)	Online Safety L2 (YI unit)	Internet safety day	Online Safety L3 (YI unit)	Online Safety L4 (YI unit)	Online Safety L5 (YI unit)