

Term Length (Whole School Focus)	Autumn 1 7 weeks (Respect)	Autumn 2 7 weeks (Tolerance)	Spring 1 6 weeks (Law)	Spring 2 6 weeks (Democracy)	Summer 1 7 weeks (Liberty)	Summer 2 6 weeks (My Values)
Learning challenge	<b>Oh, What a Day! (Exploring The Great Fire of London and the sinking of the Titanic)</b>		<b>Brave People ( Florence Nightingale/Mary Seacole/ Neil Armstrong)</b>		<b>The Seaside (Comparing Filey and Tobago)</b>	
Geography /History topic (taken from NC)	<p><b>KS1 History:</b> events beyond living memory that are significant nationally or globally</p> <p><b>KS1 Geography</b> – use world maps, atlases and globes to name and locate and identify the characteristics of the 4 countries and capital cities of the UK</p> <p><b>KS1 Geography</b> – Name and locate the world’s seven continents and five oceans</p>		<p><b>KS1 History:</b> the lives of significant individuals in Britain's past who have contributed to our nation's achievements /international achievements. <b>(Some should be used to compare aspects of life in different periods)</b></p>		<p><b>KS1 Geography:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country</p> <p><b>KS1 Geography:</b> identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>KS1 geography</b> – use aerial photos and plan perspectives to recognise landmarks and basic humans and physical features</p>	
WOW hook	Visit from Sir William Petty  Floating and sinking science experiment		Trip to Thackery Medical Museum  Visit from Florence Nightingale	Visit from a company which challenges and supports the children in building shelters.	Plan, design and present a seaside attraction for nursery children to visit	Trip to Filey  Visit by Mya’s dad (Tobago)
Core Text(s)	Instructional texts – How to put out the Great Fire of London  Text-based unit- Katie in London	Non chronological reports - Titanic  Text based unit – The snail and the whale  Poetry - Christmas	Stories from other cultures - The Red Prince  Recount – Our Florence Nightingale	Text based unit – Man on the moon  Non – Chronological report - Neil Armstrong.	Recounts – Filey trip  Text-based unit - Katie Morag	Stories from another culture – Gregory Cool  Stories with

	Poetry to perform – Halloween and autumnal poems	Calligrams /Diamante poems	day  Poetry based on a structured example from Paul Cookson.	Instructions – Preparing to go into space  Poetry - Riddles		familiar settings/By the same author – Horrid Henry
<b>End of unit goal / reflection</b>	Parents open session based on Learning Challenge	Nativity	Healthy eating/living day	Dress up as most inspiring brave person	Seaside day in school	Assembly for parents
<b>Science topic</b>	<b>Use of different everyday materials</b>  Identify and compare the suitability of a variety of everyday materials.  Find out how the shapes of solid objects made from some materials can be changed.		<b>Animals, including humans</b> Exercise and healthy living  What animals and humans need to survive  Animals have offspring, which grow to be adults	<b>Plants</b>  Observe and describe how seeds grow into mature plants  Find out how plants need water, light and suitable temperatures to grow	<b>Plants continued</b>  <b>Living things and their habitats</b>  Habitats  Difference between things that are living / dead and have never been alive  Early food chains	
<b>Computing</b>	<b>2.1</b> RS - We are astronauts Unit 2.1 Twinkl – Preparing for Turtle logo	<b>2.2</b> RS - We are games testers Unit 2.2 Twinkl – Programming Turtle logo and scratch	<b>2.3</b> RS - We are researchers Unit 2.4 Twinkl – Using the internet Twinkl – Presentation skills	<b>2.4</b> RS - We are detectives Unit 2.5	<b>2.5</b> RS - We are zoologists Unit 2.6	<b>2.6</b> Twinkl - Computer Art
<b>E Safety</b>	<b>We are Astronauts.</b> Pupils to understand that they must let their teacher know if they encounter inappropriate material when they search the web. If they wish to set up their own	<b>We are Games Testers</b> The pupils learn how to use digital video cameras safely and to show respect to those they are filming, including recognising the need for	<b>We are Researchers</b> The pupils consider how to stay safe while researching online, and show respect for others. Safe search filters are in place	<b>We are Detectives</b> The pupils learn about some of the risks associated with email. They learn that attached files can contain viruses or other harmful programs, that email	<b>We are Zoologists</b> The pupils again learn that when sharing photographs information online they need to consider the importance of keeping personal	<b>Computer Art</b> The children learn that once images are posted online, it's impossible to control what happens to

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	Scratch account, it is important for their parents to do this for them using their email address.	consent. The importance of not sharing videos more widely than is appropriate is considered, as is the need to exclude information that might identify individuals from video recordings. When using the web, pupils learn to turn the screen off and tell their teacher if they encounter material that concerns them.	for using Google or Bing and school internet access is filtered.	addresses and embedded links can be 'spoofed', and that 'spam' is a common problem. It is recommended that all emails are sent and received via a single class email address. The password for this account is not shared with children. If the children do use individual accounts, they'll need to keep their account details private and share their email address only with people they know and trust.	information private; they achieve this by not including names or photographs of people. The pupils are taught to respect rules for using digital equipment when out of the classroom, to ensure the equipment is kept safe and that they are not so focused on using it that they become unaware of risks around them.	them. Facial recognition software and geotagging mean that those posting images might inadvertently fail to keep some personal information private. The children learn how to minimise these risks, and learn what they should do if they have concerns about images they encounter on the web.
<b>PE</b>	Gym –unit H  Games –throwing and catching/ inventing games (Unit 1)	Dance – GfoL dance for assembly  Athletics (indoor)  Unit 1	Gym – Pathways (unit 1)  Games – aiming/hitting/kicking (Unit 2)	Dance (choice of units 1-4)  Games – dribbling/hitting/kicking (Unit 3)	Gym – turning, spinning, twisting (Unit J)  Games – group games and inventing rules (Unit 4)	Dance – Scottish Country Dancing  Athletics – Unit 2
<b>Art</b>	Collage: compare and contrast old and new London through creating 2 collages showing a map of the city.	Design: Draw detailed designs of ships and other vessels.	Printing: Florence Nightingale.	Clay: Design and make a 3D rocket.	Painting: Sea creatures.	Sketching: seaside towns.  Clay: Sea creatures
<b>DT (Creative Carousel)</b>	Textiles: Fire of London wall hangings.  Construction: Fire of London houses.	Textiles: Fire of London wall hangings.	Cooking: Produce that can be grown within a garden.	Linked to our visitor: Designing and making a den.	Construction: Punch and Judy Hut	Textiles: Seaside wall hangings.

<p><b>Music</b> <b>(Creative Carousel)</b></p>	<p>Exploring The Great Fire of London through music. This will include:</p> <ul style="list-style-type: none"> <li>• Evaluating music</li> <li>• Singing</li> <li>• Making up and performing simple scores</li> </ul> <p>We will also learn to play the recorder</p>	<p>Exploring The Titanic of London through music. This will include:</p> <ul style="list-style-type: none"> <li>• Evaluating music</li> <li>• Singing</li> <li>• Making up and performing simple scores</li> </ul> <p>We will also learn to play the recorder</p> <p>Key Stage 1 Nativity</p>	<p>Exploring Medicine and health through music. This will include</p> <ul style="list-style-type: none"> <li>• Evaluating music</li> <li>• Singing</li> <li>• Making up and performing simple scores</li> <li>•</li> </ul> <p>We will also learn to play the recorder</p>	<p>Instruments from other cultures</p>	<p>End of Year performance to parents</p>
<p><b>RE</b></p>	<p>Can you tell what somebody believes by what they look like?</p>		<p>What is special to faith communities?</p>	<p>How does what believers do show what they believe?</p>	
<p><b>Use of outdoors and garden area</b></p>	<p><b>Knowledge and Interpretation:</b> To understand what people during the time of the Great Fire did with their important items and why they did this.</p>	<p><b>Science:</b> Floating and sinking science experiment. School garden/Ilkley Tarn</p> <p><b>English:</b> Setting description using features of the school.</p> <p><b>Poetry</b> – trip to local garden centre to see the trees and decorations for ideas for poems.</p>	<p><b>LC:</b> Thackery Medical Museum trip</p> <p>Trip to a medical/health centre.</p> <p><b>English:</b> setting description – snow needed, Red Prince.</p> <p><b>Maths:</b> 2D and 3D shape hunt.</p>	<p><b>Science:</b> Heart rate test.</p> <p><b>Maths:</b> Money – visits to the local show with a shopping list.</p>	<p><b>LC:</b> Filey trip Seaside day with parents – songs, hokey pokey, design a punch and Judy show.</p> <p><b>LC:</b> Visit to Otley as a contrast to a seaside location. What is there to do? What can you buy there?</p>

Year 2 - PSHE

Autumn 1	Spring 1 and 2	Summer 1 and 2
<p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety</li> <li>• about keeping safe outside</li> <li>• about road safety</li> </ul>	<p><b>Physical health and wellbeing: What keeps me healthy?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about eating well</li> <li>• about the importance of physical activity, sleep and rest</li> </ul> <p>about people who help us to stay healthy and well and about basic health and hygiene routines</p>	<p><b>Sex and relationship education: Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> </ul>
Autumn 2	Spring 2	
<p><b>Mental health and emotional wellbeing: Friendship</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance of special people in their lives</li> <li>• about making friends and who can help with friendships</li> <li>• about solving problems that might arise with friendships</li> </ul>	<p><b>Drug, alcohol and tobacco education: Medicines and me</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• why medicines are taken</li> <li>• where medicines come from</li> <li>• about keeping themselves safe around medicines</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>	