

# Curriculum Long Term Plan

## Cycle 1

### Years 1 & 2 (KS1)

	AUTUMN	SPRING	SUMMER
Topic Title	<i>My Melton</i>	<i>Circle of Life</i>	<i>Being Green</i>
Text	The House that Once Was (Julie Fogliano & Lane Smith) The Three Little Pigs Windows (Julia Denos) Moving Molly (Shirley Huges) Mouse House (John Burningham)	The Wonderful Things You Will Be (Emily Winfield Martin) The new small person (Lauren Child) I Know how My Cells Make Me Grow (Kate Rowan) The Growing Story (Ruth Krauss and Helen Oxenbury) Dougal's Deep-Sea Diary (Simon Bartram) Lost and Found Oliver Jeffers	Belonging (Jeanie Baker) Tree Oliver's Vegetables (Alison Bartlett and Vivian French) Jim and the Beanstalk (Raymond Briggs) The Enormous turnip Katie and the Sunflowers (James Mayhew) Grandpa's Garden (Stella Fry)
Role Play Area	1 <sup>st</sup> half term: Tourist Information centre 2 <sup>nd</sup> half term: Library or Bakery	Vets and a Doctors surgery	Garden centre/Market stall/Restaurant
Opening event	Create a large map using a photo or drawing of your own house.	Where do my senses take me? (Part A Jan-humans) A company writing to say they want us to design a new healthy product. (Part B- humans) Visit from a vet and exploring selected pets (Feb- animals)	Visit from a local Gardener. Visit from a local chef/ cook
Celebration event	Create a guide/scrapbook of Melton. Writing their own book about Melton- make books for the local library.	Dragons Den style producing and selling your own healthy muffin/energy bar. (humans) Wonderful world of animals (animals)	Gardener's world – mini-market Afternoon tea/picnic (order food, serve, set the tables, make centre pieces using plants).
Visit 1	Local walk (church) (new houses) Tourist Information centre Local bakery	Outdoor <b>gym</b> or tour of a gym (Airborne Fit) Local radio station or marketing company. January	Local garden centres/Allotment society
Visit 2	Local walk (river/town) <b>Tide Mill</b> Woodbridge Mill near Farlingaye Theatre?	<b>Ipswich Museum</b> - Amazing animals- Feb Pets at Home- March	Pick your own (strawberries) <b>Jimmy's Farm</b> <b>Hollow tree farm.</b> Trinity Park- grow your own potatoes Rendlesham Forrest
Visitor	Melton memories, local records and historian. Parish councillor. Artists – local landscapes. Local authors/illustrators.	Doctors, vet, personal trainer, marketing companies, radio Suffolk, airborne fit.	Gardeners, local trader(fruit and veg) Florist – to help make centre pieces for the Afternoon tea/picnic.
Cooking	Bread with local flour.	Healthy breakfast muffin or energy bar. Savoury Vegetable snack	Savoury and sweet smoothie (5-a-day) Homemade savoury picnic snacks

English	<p><b>writing narratives about personal experiences and those of others (real and fictional)</b></p> <p><b>writing about real events</b></p> <p><b>writing for different purposes</b></p> <p><b>planning or saying out loud what they are going to write about</b></p> <p><b>writing poetry</b></p> <p>Recount of the visits</p> <p>Poetry linked to Harvest festival (to be performed)</p> <p>Writing fictional/non-fictional pieces about Melton and presenting them.</p> <p>Story about Melton- talk for writing.</p> <p>Poetry about seasons</p>	<p>A letter to reply to the company regarding a new healthy product.</p> <p>A set of instructions – how to make your product.</p> <p>Writing a persuasive advert to sell your healthy breakfast muffin or energy bar.</p> <p>Video adverts and/or posters.</p> <p>Writing to a radio station to ask about how to write a jingle.</p> <p>Invitations to invite people in to try their product.</p> <p>Narrative- The Growing Story</p> <p>Narrative – Lost and Found</p> <p>Narrative – Dougal's Deep Sea Diary</p>	<p>1.Narrative- The Enormous Turnip T4W</p> <p><i>Recount of school trip (depending on date of trip)</i></p> <p>2. Descriptive writing (Smoothies)</p> <p>3. Seasons Poetry- inspired by 'Tree'</p> <p>4.Narrative – Oliver's Vegetables</p> <p>5.Write a recipe book (instructions) including local produce fruit and vegetable recipes which we can use at home.</p> <p>6. Writing menus for our afternoon tea/picnic.</p> <p>7. Write a letter to invite guests to celebration event (picnic)</p>
Topic Linked Maths	<p><b>Number - number and place value</b></p> <p><b>Number - addition and subtraction</b></p> <p><b>Measurement:</b> money, temperature, time, weight, capacity</p> <p><b>Geometry – properties of shapes:</b> making houses, the shapes we will need to use.</p> <p><b>Geometry- position and direction:</b> links to map making</p>	<p><b>Measurement:</b> money, temperature, time, weight, capacity, length</p> <p><b>Number- multiplication and division:</b> Enough product to sell, how many packages do they need, how many is the most cost effective</p> <p><b>Number - Fractions.</b></p> <p><b>Statistics-</b> surveys for market research for their product, sorting the categories and quantities, most and least popular.</p> <p><a href="#">Year one</a></p>	<p><b>Measurement:</b> money, temperature, time, weight, capacity</p> <p><b>Number - number and place value</b></p> <p><b>Number - addition and subtraction</b></p> <p><b>Number- multiplication and division:</b></p>

<p style="text-align: center;">Science</p>	<p>Houses in Melton – house building, making, changes overtime.  <u>Seasonal changes (y1)</u>  I observe and know about the changes in the seasons  I name the seasons and know about the types of weather in each season.  <u>Everyday materials</u>  I distinguish between an object and the materials an object is made from.  I know the materials that an object is made from.  I know the difference between wood, plastic, glass, metal, water and rock.  I know about the properties of everyday materials.  I group objects based on the materials they are made from.  <u>Uses of everyday materials (y2)</u>  I identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.  I know why a material might or might not be used for a specific job.  I know how materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Links to healthy breakfast muffin/energy bar.  <u>Y1 Animals including humans (y1)</u>  I know and name a variety of animals including fish, amphibians, reptiles, birds and mammals.  I classify and know animals by what they eat (carnivore, herbivore and omnivore)  I know how to sort animals into categories.  I know how to sort living and non-living things.  I know how to name the parts of the human body that I can see.  I know how to link the correct part of the human body to each sense.  <u>Y2 Animals including humans (y2)</u>  I know the basic stages in a life cycle for animals, including humans.  I know what animals and humans need to survive.  I know why exercise, a balanced diet and good hygiene are important for humans.    <u>Living things and their habitats</u>  I identify things that are living, dead and never lived.  I know how a specific habitat provides for the basic needs of things living there (animals and plants)  I identify and name plants and animals in a range of habitats.  I name some different sources of food for animals.  I know and explain a simple food chain.    <u>Seasonal changes (y1)</u>  I observe and know about the changes in the seasons  I name the seasons and know about the types of weather in each season.</p>	<p><u>Y2 Living things and their habitats</u>  I know how a specific habitat provides for the basic needs of things living there (animals and plants)  I identify and name plants and animals in a range of habitats.    <u>Plants</u>  I know how seeds and bulbs grow into plants.  I know what plants need in order to grow and stay healthy (water, light and suitable temperature)    <u>Plants Y1</u>  I know and name a variety of common wild and garden plants.  I know and name the petals, stem, leaves and root of a plant.  I know and name the roots, trunk, branches and leaves of a tree.    <div style="border: 1px solid black; padding: 5px;"> <p><i>I know how to ask simple scientific questions.  I know how to use simple equipment to make observations.  I know how to carry out simple tests.  I know how to identify and classify things.  I know how to explain to others what I have found out.  I know how to use simple data to answer questions. <b>(Every Term)</b></i></p> </div></p>
<p style="text-align: center;">Computing</p>	<p>Making maps of the local area  <u>Algorithms and programming (y1)</u>  I create a series of instructions.  I plan a journey for a programmable toy.    <p style="text-align: center;"><u>Crazy Characters Activity</u>  <u>Spelling Rules Activity</u>  <u>Bee-Bots 1,2,3 Activity</u>  <u>Shopping List Activity</u>  <u>ScratchJr Tinkering</u>  <u>Bee-Bots Tinkering</u>  <u>River Crossing Activity</u></p> <p><u>Information Technology (Y1)</u>  I use a website.    <u>Algorithms and programming (y2)</u>  I use a range of instructions (e.g. direction, angles and turn).  I test and amend a set of instructions.  I find errors and amend (debug)  I write a simple program and test it.  I predict what the outcome of a simple program will be (logical reasoning)  I understand that algorithms are used on digital devices.  I understand that programs require precise instructions.    <p style="text-align: center;"><u>Sharing Sweets Activity</u>  <u>Scratch Jr Knock-Knock</u>  <u>Scratch Tinkering</u>  <u>Barefoot goes wild</u>  <u>Bee-Bot Route Decomposition</u>  <u>Pizza Pickle Debugging Activity</u>  <u>Introduction to Pattern Unplugged Activity:</u>  <u>Elephants, Cats and Cars</u>  <u>World Map Logic Activity</u></p> </p></p>	<p>A jingle to advertise for your product.  Making a video advert for your product.    <u>Algorithms and programming</u>  <u>Bee-Bots 1,2,3 Activity</u>    <u>Information Technology (y1)</u>  I create digital content.  I store digital content.  I retrieve digital content.  I use a website.  I use a camera.  I record sound and play back.    <u>Information technology (y2)</u>  I organise digital content.  I retrieve and manipulate digital content.  I can navigate the web to complete simple searches.    <u>Skills (y1 and 2)</u>  I use the internet for learning and communicating with others, making choices when navigating through sites.    <u>Knowledge and Understanding (y1 and 2)</u>  I know the difference between email and communication systems such as blogs and wikis.  I know that websites sometimes include pop-ups that take me away from the main site.  I have begun to explore websites and know that not everything on the internet is true.</p>	<p><u>Information Technology (Picnic menus/ invites)</u>  I create digital content.  I store digital content.  I retrieve digital content.    <u>Digital literacy (y1)</u>  I use technology safely  I keep personal information private.    <u>Digital literacy (y2)</u>  I use technology respectfully.  I know where to go for help if I am concerned.  I know how technology is used in school and outside of school.    <u>Skills (y1 and 2)</u>  I follow the school’s safer internet rules.  I use the search engines agreed by the school.  I know what to do if I find something, I am unsure of.  I send and receive emails as a class.  I recognise advertising on websites and learn to ignore it.    <u>Knowledge and Understanding (y1 and 2)</u>  I understand the different methods of communication.  I know you should only open an email from a known source.  I know that personal information should not be shared online.  I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.</p>

History	<p><b>Significant historical events, people and places in their own locality</b>  <b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b>  Melton and how it came to be.  Famous Authors, illustrators or artists from Melton.</p> <p>Y1  I know how to ask and answer questions about old and new objects.  I use phrases like: before, after, past, present, then and now.  I spot old and new things in a picture.  I know why there is a monument to a famous person or event in the town.  I give examples of things that were different when my grandparents were children.  I know about someone famous who lived in or near our town.</p> <p>Y2  I know how to use books and the internet to find out more information about the past.  I know how to find things out by talking to an older person.  I know things were different when my grandparents were children.  I know what certain objects from the past might have been used for.</p>	<p><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</b>  Elizabeth Garrett Anderson (Doctors day?)</p> <p>Doctors and Vets in our local area.</p> <p>Y1  I use phrases like: before, after, past, present, then and now.  I know why there is a monument to a famous person or event in the town.  I give examples of things that were different when my grandparents were children.  I know about someone famous who lived in or near our town.</p> <p>Y2  I know how to use books and the internet to find out more information about the past.  I know about the life of a famous person from the past because I know how to research.  I recount the life of someone famous from Britain who lived in the past and know what they did to make the world a better place.  I know how some people have helped us to have better lives.  I know things were different when my grandparents were children.  I know what certain objects from the past would have been used for.</p>	
Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom  Local walks.  Use basic geographical vocabulary to refer to physical and human features  Creating maps of the local area and through walks – spotting the features of Melton.</p> <p>Y1  I keep a weather chart and answer questions about the weather.  I know how the weather changes throughout the year and name the seasons.  I know where I live and tell someone my address.  I know what I do and do not like about the place I live.</p> <p>Y2  I know the key features of a place from looking at a picture using words such as beach, coast, forest, hill, mountain, ocean.  I know the facilities that a village, town and city may need and give reasons.  I use directional vocab and describe where a location is.</p>	<p><b>Name and locate the world’s seven continents and 5 oceans.</b></p> <p>Y1  I know about some of the main things that are in hot and cold places (link to animal’s habitats)  I know which clothes I would wear in hot and cold places (link to human needs)  I point to the equator, north and south pole on an atlas and globe (link to animal’s habitats)</p> <p>Y2  I name the continents of the world and locate them on a map (link to animal’s habitats)  I name and locate the world’s oceans and locate them on a map.  I name the capital cities of England, Wales, Scotland and Northern Ireland.  I know how jobs may be different in other locations.</p>	<p><b>Use basic geographical vocabulary to refer to physical and human features.</b></p> <p>Y1  I know how the weather changes throughout the year and name seasons.  I keep a weather chart and answer questions about the weather.  I know the names of the four countries in the UK (link to where food comes from- especially for celebration picnic.)</p> <p>Y2  I name the capital cities of England, Wales, Scotland and Northern Ireland (what grows in these places? Where does food come from?)  I know what I do and do not like about a place that is different to the one I live in.  I know how jobs may be different in other locations.</p>
Art	<p>Map drawing, sketching maps.  <b>to use a range of materials creatively to design and make products</b>  House building.</p> <p>Y1  I know how to cut, roll and coil materials.  I know how to create a repeating pattern in print.  I name the primary and secondary colours.  I know how to use pencils to create lines of different thickness in drawings.</p> <p>Y2  I know how to create a piece of art in response to the work of another artist.  I know how to use pencils and pastels to create art.  I know how to mix paint to create all the secondary colours.</p>	<p><b>to use a range of materials creatively to design and make products</b></p> <p>Packaging for your muffin or energy bar.  Design a net for the box.</p> <p>Y1  I know how to use IT to create a piece of art.  I know how to show how people feel in paintings and drawings (link to PSHE)  I know how to create different moods in artwork.</p> <p>Y2  I know how to use different effects within an IT paint package.  I know how to use a viewfinder to focus on a specific part of an artefact before drawing it. (Drawing the body parts that we associate with senses – hands, mouth, ears, nose, eyes.)  I suggest how an artist has used colour, pattern and shape.  I choose and use three different grades of pencil when drawing.  I know how to use pencils and charcoal to create art.</p>	<p><b>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.</b></p> <p>Eco Art  Andy Goldsworthy  Van Gogh – sunflowers</p> <p>Y1  I name the primary and secondary colours.  I know how to use pencils to create lines of different thickness in drawings.  I describe what I can see and give an opinion about the work of an artist.  I ask questions about a piece of art.</p> <p>Y2  I know how to mix paint to create all the secondary colours.  I know how to create a piece of art in response to the work of another artist.  I know how to create brown with paint.  I know how to create tints with paint by adding white.  I know how to create tones by adding black.  I know how to make a clay pot and how to join two clay finger pots together.</p>

<p style="text-align: center;">Music</p>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p>Make a song about Melton.</p> <p>Harvest Festival – perform a song/piece of poetry.</p> <p>Y1</p> <p>I know how to use my voice to speak, sing and chant.</p> <p>I know how to respond to different moods in music.</p> <p>I know how to say whether I like or dislike a piece of music.</p> <p>I know how to follow instructions about when to sing.</p> <p>Y2</p> <p>I know how to sing and follow a melody.</p> <p>I know how to sing or clap increasing and decreasing tempo.</p> <p>I know how to improve my own work.</p> <p>Charanga – Hey you!</p>	<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b></p> <p>A jingle to advertise a breakfast muffin/energy bar product.</p> <p>Y1</p> <p>I know how to use my voice to speak, sing and chant.</p> <p>I know how to use instruments to perform.</p> <p>I know how to make sounds with my voice and instruments.</p> <p>I know how to repeat short rhythmic and melodic patterns.</p> <p>Y2</p> <p>I know how to perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I know how to play simple rhythmic patterns on an instrument.</p> <p>I know how to use symbols to represent sounds.</p> <p>Charanga- Banana Rap</p>	<p><b>Play tuned and untuned instruments musically</b></p> <p>Play instruments to a song we learn about the outdoors.</p> <p>Y1</p> <p>I know how to use my voice to speak, sing and chant.</p> <p>I know how to use instruments to perform.</p> <p>I know how to make sounds with my voice and instruments.</p> <p>I know how to choose sounds to represent different things.</p> <p>I know how to clap short rhythmic patterns.</p> <p>Y2</p> <p>I know how to sing and follow a melody.</p> <p>I know how to play simple rhythmic patterns on an instrument.</p> <p>I know how to create music in response to different starting points.</p> <p>I know how to make connections between notations and musical sounds.</p> <p>I know how to order sounds to create a beginning, middle and end.</p> <p>Charanga- Freestyle – Jack and the Beanstalk or Energy song</p>
<p style="text-align: center;">Design Technology</p>	<p>Bread making Bread tasting House building</p> <p>Y1</p> <p>I use my own ideas to make something. I cut food safely. I make my model stronger. I explain to someone else how I want to make my product. I choose appropriate resources and tools. I make a simple plan before making.</p> <p>Y2</p> <p>I think of an idea and plan what to do next. I choose tools and materials and explain why I have chosen them. I join materials and components in different ways. I explain what went well with my work. I describe the ingredients I am using.</p>	<p>Breakfast muffin, healthy energy bar Designing and making a packaging for a healthy muffin/energy bar. Dragon’s Den style pitch – public speaking with a panel.</p> <p>Y1</p> <p>I use my own ideas to make something. I cut food safely. I make my model stronger. I explain to someone else how I want to make my product. I choose appropriate resources and tools. I make a simple plan before making.</p> <p>Y2</p> <p>I think of an idea and plan what to do next. I choose tools and materials and explain why I have chosen them. I explain what went well with my work. I describe the ingredients I am using.</p>	<p>Blind tasting/ guess the ingredients. Making vegetable picnic items</p> <p>Y1</p> <p>I use my own ideas to make something. I describe how something works. I make a product which moves. I make my model stronger. I explain to someone else how I want to make my product. I choose appropriate resources and tools. I make a simple plan before making.</p> <p>Y2</p> <p>I think of an idea and plan what to do next. I choose tools and materials and explain why I have chosen them. I join materials and components in different ways. I explain what went well with my work. I explain why I have chosen specific textiles. I measure materials to use in a model or structure.</p>
<p style="text-align: center;">PE</p>	<p><b>Dance</b></p> <p>Y1</p> <p>I move to music. I copy dance moves. I perform my own dance moves. I make up a short dance. I moves safely.</p> <p>Y2</p> <p>I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use a dance to show a mood or feeling.</p>	<p><b>Gymnastics</b></p> <p>Y1</p> <p><b>I make my body curled, tense and stretched and relaxed.</b> <b>I control my body.</b></p> <p>Y1</p> <p>I make my body curled, tense, stretched and relaxed. I control my body when travelling and balancing. I copy sequences and repeat them. I roll, curl, travel and balance in different ways. I use equipment safely.</p> <p>Y2</p> <p>I plan and perform a sequence of movements. I improve my sequence based on feedback. I think of more than one way to create sequence which follows some ‘rules’. I work on my own and with a partner. I copy and remember actions.</p>	<p><b>Practical skills and team games</b></p> <p><b>Participate in team games, developing simple tactics for attacking and defending</b></p> <p>Y1</p> <p>I throw underarm. I hit a ball with a bat I move and stop safely. I throw and catch a ball with both hands. I throw and kick in different ways. I move with control and care. I use equipment safely.</p> <p>Y2</p> <p>I use hitting, kicking and/or rolling in a game. I decide the best space to be in during a game. I use tactic in a game. I follow rules. I talk about what is different from what I did and what someone else did.</p>

PHSE – (Yr 1) 2 yr programme	How do we decide how to behave? What can we do with money?	How do we keep safe?	How do we feel? What makes us special?  Additional: Think about the environment
PHSE - (Yr 2)	How can we help? What is bullying?	How can we be healthy? What is the same and different about us?	How do we show our feelings? How can we keep safe in different places?
RE – Yr 1	Christianity Baptism / church Why is belonging to God and the church family important to Christians? Judaism Mitzvot / tzedakah Why is learning to do good deeds so important to Jewish People?	Christianity Parables / gospel What did Jesus teach about God in his parables? Christianity Prayer / worship Why do Christians pray to God and worship him?	Christianity Emmanuel / Holy Spirit How does celebrating Pentecost remind Christians that God is with them always? Judaism Creation / blessings <b>Why do Jewish families say so many prayers and blessings?</b>
RE – Yr 2	Judaism Teshuvah / G-D Why do Jewish families talk about repentance at New Year? Christianity Saviour / Jesus Why was Jesus given the name 'saviour'?	Islam Mercy / compassion How do some Muslims show Allah is compassionate and merciful? Christianity Resurrection / joy What are the best symbols of Jesus' death & resurrection at Easter?	Christianity Disciple / faith Why do Christians trust Jesus and follow him? Judaism Torah / Why is the Torah such a joy for the Jewish community?