

Curriculum Long Term Plan

Years 1 & 2 Cycle 2

	AUTUMN	SPRING	SUMMER
Topic Title	Explorers	Transport	London
Text	Journey/Quest, Meerkat Mail, The Great Explorer, Shackleton's Journey	Armstrong: The Adventurous Journey of a Mouse to the Moon*, Lindbergh: The Tale of a Flying Mouse, The Most Magnificent Thing, Rosie Revere Engineer, In the Sky: Designs inspired by Nature, The Flying Bath. Mrs Armitage on Wheels	The Great Fire of London, The Queen's Hat, Katie in London, Toby and the Great Fire of London, Samuel Pepys Diary
Role Play Area	Ship Desert Arctic/ igloo	Rocket Ship Train Station	Bakery Buckingham Palace/ Tower Bridge
Opening event	Ships/ Sailors/ Pirates/ Maps (playing and exploring) TBC	Bring your own mode of transport into school (bikes, scooters, space hoppers)	Burning of model houses/ Fire brigade visit (end of week 1)
Celebration event	Explorers Arctic Camp and Dinner	Veteran Cycle Club event	Trip to London/ Art gallery of junk modelling and textiles work
Visit 1	Walk to the boat yard to draw pictures of boats	Ipswich Transport Museum	Walk to local bakery (comparison then and now)
Visit 2	Scouts	Train Station/ train ride Walk to local mechanics	London (could include London Fire Brigade/ learning about James Braidwood)
Visitor	Local Sailing Club (Woodbridge) Sam Crimp (Expeditions Talk – Walks across countries) Josh Smith (Antartica/ Ship talk) Mid October only.	Local Tractors MoD Woodbridge Airfield/ engineer visit	Local Fire Service Great Fire of London Workshop (Those History People)
Cooking	What would explorers eat? Perishable foods Long lasting Energy	Linked to Year 1 PSHE What helps us to stay healthy? The food we eat. How to make healthy/ balanced meals. Learn about Jamie Oliver Link with Kitchen Staff – why are our school dinners good for us?	Plain bread rolls Design, make and evaluate flavoured rolls in comparison to plain rolls. Consider how to make healthier breads (more fibre / less salt / added protein)

English	<ol style="list-style-type: none"> Picture Books Journey/ Quest (4 weeks) <i>Descriptive writing/ narrative</i> Meerkat Mail (3 weeks) <i>Letter writing</i> The Great Explorer (3 weeks) <i>Diary entry</i> Shackleton's Journey (3 weeks) <i>Narrative</i> Shackleton's Journey <i>Non chronological report</i> Recount of own expedition (Celebration Event) (1 week) <i>Recount</i> 	<ol style="list-style-type: none"> Armstrong: The Adventurous Journey of a Mouse to the Moon* <i>Descriptive writing/ narrative</i> How to make a healthy meal? <i>Persuasive writing</i> Lindbergh: The Tale of a Flying Mouse <i>Narrative</i> History of transport / Focus on a vehicle of their choice (fact files) <i>Non chronological report</i> The Flying Bath / Mrs Armitage on Wheels <i>Narrative</i> From A Railway Carriage by Robert Louis Stevenson <i>Poetry</i> 	<ol style="list-style-type: none"> How to make bread rolls <i>Instructional Text</i> Recount of burning houses <i>Recount</i> Samuel Pepys Diary entry <i>Narrative</i> The Queens Hat <i>Narrative</i> Trip to London <i>Recount</i> Great Fire of London workshop recount <i>Narrative</i>
Maths Topics Related	How long did the boat stay afloat for? How much weight did your boat take before it sank? Positional language and directions.	Positional language and directions Timetables Money (link to bus and train fares)	Measuring (bread rolls) Money (cost of attractions – computing link)

<p style="text-align: center;">Science</p>	<p><i>Testing materials that float and sink</i> <i>Making a boat that floats</i> <i>Observing how it moves in the water</i> <i>Testing to see whether it can take any weight</i></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways performing simple tests using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>Everyday Materials</p> <ul style="list-style-type: none"> 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>Year 1: Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>Year 2: Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>Living things and their habitats: Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>Year 1: Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>Year 2: Plants</p> <ul style="list-style-type: none"> 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 Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Perform simple tests Identify and classify Use his/her observations and ideas to suggest answers to questions Gather and record data to help in answering questions <p>Scientific enquiry related lessons during Summer 2.</p>
<p style="text-align: center;">Computing</p>	<ul style="list-style-type: none"> 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 <p><i>Links to Geography: map reading, map making and compass directions for boats/ships.</i></p>	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	<p>Data handling to look at visitor numbers etc for London</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school <p>Creating tourist information posters for London</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content

<p style="text-align: center;">History</p>	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time <p>Christopher Columbus Roleplay/ English texts/ Fact File</p> <ul style="list-style-type: none"> They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. <p>Class timeline with previous knowledge added.</p> <ul style="list-style-type: none"> They should use a wide vocabulary of everyday historical terms. <p>Roleplay/ Christopher Columbus</p> <ul style="list-style-type: none"> They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Computing/ books/ museums/ videos/ pictures/ artefacts</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) <p>1492 Christopher Columbus Starts his 1st trip</p> <ul style="list-style-type: none"> 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 (Christopher Columbus and Ernest Shackleton) <p>1911 Ernest Shackleton explores South Pole in Antarctica. Sets Sail 1914.</p>	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (e.g. the first aeroplane flight or events commemorated through festivals or anniversaries) 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 e.g Neil Armstrong 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (e.g. The Great Fire of London) 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 E.g Queen Victoria
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Create maps in Computing using the continents and oceans.</p> <ul style="list-style-type: none"> 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. 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. <p>Comparing Explorers and expeditions.</p> <ul style="list-style-type: none"> 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>Mapping the journeys of Explorers/ their own journeys (linked to opening event)</p> <ul style="list-style-type: none"> 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. <p>Linked to computing/ maths and DT when mapping the direction their boat is travelling.</p> <ul style="list-style-type: none"> 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>Linked to Celebration Event. Create a map to end up at the Arctic Camp.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 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

Art	<p>Sculpture: Christopher Columbus Statue (Clay) <u>Henry Moore/George Segal</u></p> <p>Drawing: Local visit to the boat yard to draw pictures of boats. <u>Alfred Wallis</u></p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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>Printing and Painting <u>Edward Bawden</u> (Prints include trains and cars) Talliah Lempert (Paintings of bikes)</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products 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>Collage and Textiles Junk Modelling – London Landmarks <u>Michelle Reader</u> Fabric Collage/ weaving – London Scenes such as the River Thames (Could also do a whole class piece of art work)</p>
Design Technology	<p>1st half: Making a boat that floats (Linked to science)</p> <ul style="list-style-type: none"> Materials / structures (Years 1 and 2) Explore how to make structures stronger, stiffer and more stable (e.g. joining, rolling or folding) Describe the differences between and characteristics of materials <p>Additional: Look at Galileo (1564) who invented powerful telescopes/ improved compasses (Post Columbus) Make Telescopes/ compasses for roleplay/ Celebration event.</p> <p>2nd half: Making an explorer’s outfit to suit the weather (Linked to Geography)</p> <ul style="list-style-type: none"> Textiles (Years 1 and 2) Demonstrate how to cut, shape and join fabric to make a simple product. Thread a needle Use basic stitches (such as running stitch or back stitch) <p>Design, Make and Evaluate in all major projects.</p>	<p>1. Explore what makes a healthy/ balanced meal. Design a healthy/ balanced meal. Make and test healthy/ balanced meal. Evaluate meal.</p> <p>2. Design, build and evaluate a model that includes a mechanism (car, bus, train etc.) Learn about James Watt (Inventor/ Steam Engine) Design, Make and Evaluate in all major projects.</p>	<p>Plain bread rolls Design, make and evaluate flavoured rolls in comparison to plain rolls. Consider how to make healthier breads (more fibre / less salt / added protein)</p> <p>Design, Make and Evaluate in all major projects.</p>
Music	<p><i>Christopher Columbus song to sing at Celebration event</i> Charanga Y1: Hey You! / Rhythm in the way we walk Y2: Hands, Feet, Heart / Ho Ho Ho</p>	<p>Charanga Y1: In the Groove / Round and Round Y2: I Wanna Play in a Band / Zoo Time</p>	<p>Charanga Y1: Your imagination/ Reflect, Rewind, Replay Y2: Friendship Song/ Reflect, Rewind, Replay</p>
PE	<p>Dance Sailors Hornpipe Dance from around the world</p> <ul style="list-style-type: none"> 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 perform dances using simple movement patterns 	<p>Gymnastics Floor routines to space themed music.</p> <ul style="list-style-type: none"> 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>Dance Football/ Multi skills</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>Athletics</p>
RE	<p>Yr 1</p> <ul style="list-style-type: none"> Christianity Baptism / church <p>Why is belonging to God and the church family important to Christians?</p> <ul style="list-style-type: none"> Judaism Mitzvot / tzedakah <p>Why is learning to do good deeds so important to Jewish People?</p> <p>Yr 2</p> <ul style="list-style-type: none"> Judaism Teshuvah / G-D <p>Why do Jewish families talk about repentance at New Year?</p> <ul style="list-style-type: none"> Christianity Saviour / Jesus <p>Why was Jesus given the name ‘saviour’?</p>	<p>Yr 1 (Discovery RE)</p> <ul style="list-style-type: none"> Christianity: Was it always easy for Jesus to show friendship? Christianity: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <p>Yr 2 (Discovery RE)</p> <ul style="list-style-type: none"> Judaism: How important is it for Jewish people to do what God asks them to do? Christianity: How important is it that Jesus came back to life after his Crucifixion? 	<p>Yr 1 (Discovery RE)</p> <ul style="list-style-type: none"> Judaism: Is Shabbat important to Jewish children? Judaism: Are Rosh Hashanah and Yom Kipper important to Jewish children? <p>Yr 2 (Discovery RE)</p> <ul style="list-style-type: none"> Islam <p>Does going to a mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> Judaism <p>What is the best way for a Jew to show commitment to God?</p>
PSHE	<p>Year 1: Autumn 1: Relationships – What is the same and different about us? Autumn 2: Relationships- Who is special to us? Year 2: Autumn 1: Relationships – What makes a good friend? Autumn 2: Relationships- Who is bullying?</p> <p>Follow PSHE Association planning carefully.</p>	<p>Year 1: Spring 1: Health and Wellbeing –What helps us to stay healthy? Spring 2: Living in the Wider World- What can we do with money? Year 2: Spring 1: Living in the Wider World – What jobs can we do? Spring 2: Health and Wellbeing - What helps us to stay safe?</p> <p>Follow PSHE Association planning carefully.</p>	<p>Year 1: Spring 1: Health and Wellbeing –Who helps us to keep safe? Spring 2: Living in the Wider World- how can we look after others and the world? Year 2: Spring 1: Health and Wellbeing – What helps us to grow and stay healthy? Spring 2: Health and Wellbeing – How do we recognise our feelings?</p> <p>Follow PSHE Association planning carefully.</p>

