

Curriculum Long Term Plan

Years 1 & 2 Cycle 2

2022-23

	AUTUMN	SPRING	SUMMER
Topic Title	Explorers	Travel	London
Text	Journey, Quest, Meerkat Mail, The Great Explorer, Shackleton's Journey, You Wouldn't Want to be on Shackleton's Polar Expedition!, Ernest Shackleton (Maria Isabel Sanchez Vegara)	Dear Teacher (Amy Husband), A day at the Airport, The Flying Bath, The Most Magnificent Thing , Rosie Revere Engineer , In the Sky: Designs inspired by Nature , 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
Now Press Play	Arctic Bullying (Year 2)	Neil Armstrong Healthy Living (Year 1) Habitats Online Safety (Year 2)	Great Fire of London Seasons
Role Play Area	Ship Desert Arctic/ igloo	Rocket Ship Train Station	Bakery Buckingham Palace/ Tower Bridge Underground
Opening event	Boat Cruise "MV Jahan" (Deben Cruises)	Going on a holiday – what would you bring with you? (Train ride)	Trip to London
Celebration event	Explorers Arctic Camp and Dinner (treasure hunt)	Make your own mode of transport (boat at home and bring it in) competition Paper plane competition (make at school)	Burning of model houses/ Fire brigade visit
Visit 1	Walk to the boat yard to draw pictures of boats	Train Station/ train ride	Trip to London
Visit 2	CCF? Woodbridge School? Clip and Climb	Ipswich Transport Museum	Walk to local bakery (comparison then and now)
Visitor	Local Sailing Club (Woodbridge) Virtual Visitor (Exploration)	Local Tractors Train Driver (Dave) Clair Farthing (Fred Olsen Cruises) Maryanne (Art and Travel) Virtual Visitor (Reef teach) Miniature Railway?	Local Fire Service Great Fire of London Workshop (Those History People) Fire brigade visit
Cooking	What would explorers eat? Non-perishable foods (hard tac, rusks, biltong or jerky) 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 (4 weeks) Descriptive writing/ narrative Meerkat Mail (3 weeks) Letter writing You Wouldn't Want to be on Shackleton's Polar Expedition! (3 weeks) Diary entry The Great Explorer (3 weeks) Narrative What should explorers wear? Instructional Text Recount of own expedition (Celebration Event) (1 week) Recount 	<ol style="list-style-type: none"> Dear Teacher Letter Writing (responsive) Making a savoury tart Instructional Diamante/shape poem Poetry A day at the Airport Narrative Travel Leaflet (persuade people to go to a particular place in the world) Persuasive Writing The Flying Bath Narrative 	<ol style="list-style-type: none"> Katie in London Narrative Trip to London Recount Toby and the Great Fire of London Narrative How to make bread rolls Instructional Text Samuel Pepys Diary entry Diary Entry Recount of burning houses Recount
Maths Topics Related	Positional language and directions. How long Days of week Months of year Time (Yr 2) Distance/measuring	Positional language and directions Timetables How long did the boat stay afloat for? How much weight did your boat take before it sank? Money (link to bus and train fares)	Measuring (bread rolls) Money (cost of attractions – computing link) Money (link to bus and train fares) Timetables

Science	<p>Animals</p> <p><u>Animals (Yr 1)</u></p> <ul style="list-style-type: none"> I know and name a variety of animals including birds, reptiles, amphibians, mammals and fish. I know how to sort animals into categories. I classify and know animals by what they eat (carnivore, herbivore and omnivore) I know how to sort living and non-living things. <p><u>Animals Yr 2</u></p> <ul style="list-style-type: none"> I know the basic stages in a life cycle for animals, including humans (briefly humans because it is covered fully in cycle one). I know and can explain a simple food chain. I know the basic needs of animals for survival I can construct a simple food chain I can describe how living things depend on each other for survival, eg. Plants as a source of food and shelter for animals. <p>NB Children need to be aware that humans are animals.</p> <p><u>Seasonal changes (Yr 1)</u></p> <p>Make observations over the course of the year. Photograph one area of the school garden that includes a deciduous tree to observe changes to the plants over the course of the school year. Start each science lesson by taking the photo and recording the temperature. Data to be used in the summer term. (By the shed near Yr1&2 play area would work well. Potentially plant some flowers in the beds and fence it off so that ch can observe changes in flowers over time too).</p>	<p>Habitats</p> <p><u>Living Things and Their Habitats (yr 2)</u></p> <ul style="list-style-type: none"> I can identify a range of habitats I know how a specific habitat provides for the basic needs of things living there (animals and plants) I know the difference between a habitat and a micro-habitat I can identify and name plants and animals in a range of habitats. I can identify which micro-habitats can support more species. I can describe the conditions in different habitats and micro-habitats <p><u>Seasonal changes (yr 1)</u></p> <p>Make observations over the course of the year. Photograph one area of the school garden that includes a deciduous tree to observe changes to the plants over the course of the school year. Start each science lesson by taking the photo and recording the temperature. Data to be used in the summer term. (By the shed near Yr1&2 play area would work well. Potentially plant some flowers in the beds and fence it off so that ch can observe changes in flowers over time too).</p>	<p>Seasons</p> <p><u>Seasonal changes (Yr 1)</u></p> <ul style="list-style-type: none"> I can observe and know about the changes in the seasons I can name the seasons and know about the types of weather in each season. <p>Having observed and recorded changes in seasons over the course of the year, focus on the different seasons in the summer term</p> <p>Gather data on day length over the course of a year. Get the children to plot graphs to find out which season has the most daylight.</p> <p>Cross Curricular Work</p> <p>Discuss what the weather would have been like during the GFoL. What weather could have changed the outcome of the GFoL?</p>
Computing	<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

History	<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/Ernest Shackleton 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/Ernest Shackleton</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
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<p style="text-align: center;">Geography</p>	<p>Linked to Science Yr 1 Objective 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 which clothes I would wear in hot and cold places I know the four main directions on a compass are North, East, South and West I can point to the equator, north and south pole on an atlas and a globe.</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
<p style="text-align: center;">Art</p>	<p>Drawing: Local visit to the boat yard to draw pictures of boats. Alfred Wallis Sculpture: Ernest Shackleton, David Livingston, Statue (Clay) Henry Moore/George Segal</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 Edward Bawden (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 **Save printing paper boxes for houses** London Scenes using red and orange background with black silhouette. Fabric Collage/ weaving – London Scenes such as the River Thames (Could also do a whole class piece of art work)</p>

Design Technology	<p>Making an explorer's outfit (scarves, y1 and hats, y2) 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>Additional: Look at Galileo (1564) who invented powerful telescopes/ improved compasses (Post Columbus) Make Telescopes/ compasses for roleplay/ Celebration event.</p> <p>Design, Make and Evaluate in all major projects.</p>	<ol style="list-style-type: none"> 1. Explore what makes a healthy/ balanced meal. <p>Savoury Tart</p> <p>Make and test healthy/ balanced meal. Evaluate pasta/salad pot</p> <ol style="list-style-type: none"> 2. Design, build and evaluate a model that includes a mechanism (car, bus, train etc.) <p>Learn about James Watt (Inventor/ Steam Engine)</p> <p>Design, Make and Evaluate in all major projects.</p> <p>Making a boat that floats (Linked to science) Celebration Event, boat to be made at home</p> <ul style="list-style-type: none"> • 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>Plain bread rolls</p> <p>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> <p>**Save printing paper boxes for houses**</p> <p>Making London Tudor houses</p>
Music	<p><i>Christopher Columbus song to sing at Celebration event</i></p> <p>Charanga</p> <p>Y1: Hey You! / Rhythm in the way we walk</p> <p>Y2: Hands, Feet, Heart / Ho Ho Ho</p>	<p>Charanga</p> <p>Y1: In the Groove / Round and Round</p> <p>Y2: I Wanna Play in a Band / Zoo Time</p>	<p>Charanga</p> <p>Y1: Your imagination/ Reflect, Rewind, Replay</p> <p>Y2: Friendship Song/ Reflect, Rewind, Replay</p> <p>**London's Burning</p>
PE	<p>Autumn Term 1</p> <ul style="list-style-type: none"> • Skipping • Multi-Skills (Invasion) <p>Autumn Term 2</p> <ul style="list-style-type: none"> • Dance • Multi-Skills (Invasion) <p>Sailors Hornpipe</p> <p>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>Spring Term 1</p> <ul style="list-style-type: none"> • Gymnastics (Floor) • Multi-Skills (Netball) <p>Spring Term 2</p> <ul style="list-style-type: none"> • Gymnastics (Apparatus) • OAA <p>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>Spring Term 1</p> <ul style="list-style-type: none"> • Athletics • Multi-Skills (Striking and Fielding) <p>Spring Term 2</p> <ul style="list-style-type: none"> • Athletics • Multi-Skills (Striking and Fielding) •
RE	<p>Yr 1 (Discovery RE)</p> <ul style="list-style-type: none"> • 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? <p>Yr 2 (Discovery RE)</p> <ul style="list-style-type: none"> • Judaism Teshuvah / G-D : Why do Jewish families talk about repentance at New Year? • Christianity Saviour / Jesus : Why was Jesus given the name 'saviour'? 	<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: Does going to a mosque give Muslims a sense of belonging? • Judaism : What is the best way for a Jew to show commitment to God?
PSHE	<p>Year 1:</p> <p>Autumn 1: Relationships – What is the same and different about us?</p> <p>Autumn 2: Relationships- Who is special to us?</p> <p>Year 2:</p> <p>Autumn 1: Relationships – What makes a good friend?</p> <p>Autumn 2: Relationships- Who is bullying?</p> <p>Follow PSHE Association planning carefully.</p>	<p>Year 1:</p> <p>Spring 1: Health and Wellbeing –What helps us to stay healthy?</p> <p>Spring 2: Living in the Wider World- What can we do with money?</p> <p>Year 2:</p> <p>Spring 1: Living in the Wider World – What jobs can we do?</p> <p>Spring 2: Health and Wellbeing - What helps us to stay safe?</p> <p>Follow PSHE Association planning carefully.</p>	<p>Year 1:</p> <p>Spring 1: Health and Wellbeing –Who helps us to keep safe?</p> <p>Spring 2: Living in the Wider World- how can we look after others and the world?</p> <p>Year 2:</p> <p>Spring 1: Health and Wellbeing – What helps us to grow and stay healthy?</p> <p>Spring 2: Health and Wellbeing – How do we recognise our feelings?</p> <p>Follow PSHE Association planning carefully.</p>