

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 1/2

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme			
Cultural Days			Professional Gardener visit
Trips			Visit to the seaside Farm visit
English Texts	<p><i>Hansel and Gretel</i> By Anthony Browne</p> <p><i>Coming to England</i> By Floella Benjamin</p>	<p><i>Little Red</i> By Bethan Woolvin</p> <p><i>Leaf</i> By Sandra Dieckmann</p>	<p><i>The Robot and the Bluebird</i> By David Lucas</p> <p><i>The Secret Sky Garden</i> By Linda Sarah</p>
Art & Design	<p>Sculptures and Mobile Art (T2)</p> <ul style="list-style-type: none"> <li>• Practise cutting and joining materials</li> <li>• Look at a range of animals and their patterns &amp; features to inform my plan</li> <li>• Create a simple plan of what my 3D sculpture will look like, identifying materials</li> <li>• Create my own 3D sculpture</li> </ul>	<p>Collage (T4) – inspired by <i>Leaf</i></p> <ul style="list-style-type: none"> <li>• Look at a range of nature inspired artwork and discuss likes and dislikes, and consider what to include in my own art piece</li> <li>• Practice layering tissue paper and materials to create a collage that builds effect</li> <li>• Re-create a collage of a seascape inspired by an artist</li> <li>• Create my own collage inspired by <i>Leaf</i></li> </ul>	<p>Still Life Drawing (T5) – links to <i>The Robot and the Bluebird</i> &amp; T5 Science</p> <ul style="list-style-type: none"> <li>• Look at examples of sketches of animals by artists – look at pattern and texture.</li> <li>• Discuss the use of shadows, use light and dark.</li> <li>• Sketch to make quick recordings.</li> <li>• Use pencils to create texture to create fur and scales.</li> <li>• Sketch a forest animal</li> </ul>

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<p><b>Design Technology</b> Lesson sequence:</p> <ol style="list-style-type: none"> <li>1. Background research</li> <li>2. Design criteria</li> <li>3. Planning</li> <li>4. Making</li> <li>5. Making</li> <li>6. Evaluation</li> </ol>	<p>Free Standing Structures – Make a House (T1)</p> <ul style="list-style-type: none"> <li>• Identify the materials required to make the product</li> <li>• Design a product that is suited to the audience</li> <li>• Make decisions about our design process and choice of materials</li> <li>• Discuss the steps for making my product</li> <li>• Measure, mark, cut and shape materials</li> <li>• Join and assemble materials</li> <li>• Evaluate our product</li> </ul>	<p>Moving Mechanisms -Designing, making and evaluating a moving storyboard to retell a fairy tale to the class. (T3)</p> <ul style="list-style-type: none"> <li>• Understand what a product is and the audience it is aimed at</li> <li>• Design a product that is suited to the audience</li> <li>• Make decisions about our design process and choice of materials</li> <li>• Discuss the steps for making my product</li> <li>• Explore how our products can be built stronger</li> <li>• Evaluate</li> </ul>	<p>Farm to Fork – Food preparation. (T6)</p> <ul style="list-style-type: none"> <li>• Understand where food comes from</li> <li>• Identify the main food groups, including fruit and vegetables</li> <li>• Measure and weigh food items using standard and non-standard measures</li> <li>• Explain how to keep safe during a practical activity</li> <li>• Begin to understand food hygiene</li> <li>• Select appropriate cutting tools</li> <li>• Plan, make and evaluate</li> </ul>
<p><b>History</b></p>	<p>Significant places, people and events: The Great Fire of London (T1)</p> <ul style="list-style-type: none"> <li>• Recount facts about the Great Fire of London through writing reports and answering questions</li> <li>• Ask questions about the fire: how, where, when and why did it start?</li> </ul>	<p>Significant places, people and events: Neil Armstrong (T3)</p> <ul style="list-style-type: none"> <li>• Sequence the key events of Armstrong’s life on a timeline</li> <li>• Explore the background for the race to the moon</li> <li>• Find out how Armstrong became involved in the Apollo 11 mission</li> </ul>	<p>Changes with living memory: Homes (T6)</p> <ul style="list-style-type: none"> <li>• Learn about changes to homes from past to present</li> <li>• Identify features of old homes, including external and internal features</li> <li>• Learn about furniture of the past and how this has changed (e.g. cooking and washing)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explain the cause of the Great Fire of London</li> <li>• Use secondary sources of information to find out about the devastation that the fire caused when it spread (Samuel Pepys)</li> <li>• Research the technology that fire fighters used in the 17th C to tackle the fire</li> <li>• Explore using sources of information what homes and buildings were made of and how this contributed to the fire</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the conditions on board Apollo 11</li> <li>• Make contrasts between past and modern-day space travel</li> <li>• Use secondary sources of information</li> </ul>	<ul style="list-style-type: none"> <li>• Compare old and new</li> <li>• Ask questions about the past</li> <li>• Observe changes in the local area</li> </ul>
Geography	<p>Hot and Cold (T2)</p> <ul style="list-style-type: none"> <li>• Locate some of the world's hot and cold places (equator, north &amp; south poles) using maps and atlases</li> <li>• Locate the 7 continents and the world's main oceans</li> <li>• To geographically understand similarities and differences between two places of different climate (UK and Africa)</li> </ul>	<p>Where do I live? (T4)</p> <ul style="list-style-type: none"> <li>• Learn and locate the four countries and capital cities of the UK.</li> <li>• Use maps to locate Reading in relation to the rest of the UK and to other countries.</li> <li>• Use maps, atlases and globes to identify the UK and its countries.</li> <li>• Name the 7 continents and major seas and oceans of the world)</li> </ul>	<p>Coastal Towns (T5)</p> <ul style="list-style-type: none"> <li>• Use basic geographical language to refer to and describe key human and physical coastal features</li> <li>• Use maps and atlases to locate seaside resorts and coastal towns in the UK</li> <li>• Find differences between Reading and a coastal town</li> <li>• Understand why coastal regions became popular over time (tourism)</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK</li> </ul>		<ul style="list-style-type: none"> <li>Learn about why coastal towns make good holiday destinations</li> <li>Learn about the types of work that are popular in coastal regions (e.g. tourism, fishing)</li> </ul>
<p>Science</p>	<p>Everyday Materials (T1)</p> <ul style="list-style-type: none"> <li>Understand the difference between an object and what it is made from</li> <li>Identify and name a variety of common materials and know their uses (e.g. wood, metal, plastic, glass, water)</li> <li>Describe the physical properties of common materials (e.g. hard, strong, flexible)</li> <li>Compare and group everyday materials based on their common properties.</li> </ul> <p>Humans and Animals: Animals – Identify and name (T2)</p> <ul style="list-style-type: none"> <li>Identify and name a variety of animal types (e.g. fish, mammals and reptiles)</li> </ul>	<p>Humans and Animals: Humans – being healthy (T3)</p> <ul style="list-style-type: none"> <li>Learn that animals, including humans, have offspring which grow into adults</li> <li>Describe how a baby grows into an adult (stages of life – baby, toddler, child, teenager, adult)</li> <li>Find out about and describe the basic needs that humans and animals need to survive (water, food and air)</li> <li>Describe the importance of a healthy diet</li> <li>Describe the lifecycle of</li> </ul>	<p>Humans and Animals: Animals – Habitats (T5)</p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been living or dead and can classify appropriately</li> <li>Know that living things live in habitats to which they are suited</li> <li>Know what a micro-habitat is and investigate what lives in one (e.g. woodlice under logs)</li> <li>Name and describe different habitats and know why they are suited to living things (e.g. woodland, pond, grassland)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Know animals that are carnivores, herbivores and omnivores.</li> <li>• Know what the difference is between animal types (e.g mammals, birds and reptiles)</li> <li>• Know how to take care of animals</li> <li>• Learn about the different habitats that animals live in</li> <li>• Know how to take care of animals’ habitats and our environment</li> </ul>	<p>Weather: Seasonal Changes (T4)</p> <ul style="list-style-type: none"> <li>• Learn about changes across the four seasons</li> <li>• Observe and describe weather associated with the 4 seasons</li> <li>• Know how weather changes over the seasons</li> <li>• Understand how day length varies over the seasons</li> <li>• Learn that it is dangerous to look directly at the sun</li> <li>• Make tables and charts to record weather patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Know that habitats provide living things with what they need to survive</li> <li>• Know what a simple food chain looks like and how it works, constructing our own food chain</li> </ul> <p>Plants (T6)</p> <ul style="list-style-type: none"> <li>• Understand the parts of plants and trees and why they are important to keep the organism living</li> <li>• Observe and describe how seeds grow into plants</li> <li>• Research and describe our findings to show why plants need water, light and a suitable temperature to grow (scientific enquiry)</li> <li>• Set up a fair test to observe how a seed may grow</li> <li>• Record observations and make simple conclusions to show our learning</li> </ul>
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<p>Computing</p>	<p><b>Online Safety: (T1)</b></p> <p><b>Self-image and Identity</b></p> <p><b>Online Relationships (T1)</b></p> <p><b>Online Reputation (T2)</b></p> <p><b>Programming and computational thinking</b></p> <p><b>Information Technology</b></p> <p><b>Digital Literacy (Communication and collaboration)</b></p>	<p><b>Online Safety: (T3)</b></p> <p><b>Online Bullying</b></p> <p><b>Managing Online Information: (T4)</b></p> <p><b>Programming and computational thinking</b></p> <p><b>Information Technology</b></p> <p><b>Digital Literacy (Communication and collaboration)</b></p>	<p><b>Online Safety: (T5)</b></p> <p><b>Health, Well-being and Lifestyle</b></p> <p><b>Privacy and Security (T6)</b></p> <p><b>Copyright and Ownership (T6)</b></p> <p><b>Programming and computational thinking</b></p> <p><b>Information Technology</b></p> <p><b>Digital Literacy (Communication and collaboration)</b></p>
<p>Religious Education</p>	<p>Christianity – The Creation Story (T1)</p> <p>Christianity – The Christmas Story (T2)</p>	<p>Christianity – Jesus as a friend (T3)</p> <p>Christianity – Easter and Palm Sunday (T4)</p>	<p>Judaism – Shabbat (T5)</p> <p>Judaism – Rosh Hashanah and Yom Kippur (T6)</p>
<p>PSHE - Jigsaw Resources Yr.2 Objectives</p>	<p>Being Me in My World (T1)</p> <p>Celebrating Difference (T2)</p>	<p>Dreams and Goals (T3)</p> <p>Healthy Me (T4)</p>	<p>Relationships (T5)</p> <p>Changing Me (T6)</p>
<p>Music</p>	<ul style="list-style-type: none"> <li>2 x 5 weeks with Music Specialist – Classroom Jam - pulse, rhythm and movement, body percussion, vocal timbres and classroom instruments, notations (Year 1 children use hand-held percussion/Boomwhackers, Y2 children use hand-held percussion and/or glockenspiels from Cycle B onwards (as mixed ensemble))</li> </ul>		



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	<ul style="list-style-type: none"> <li>• 5-week unit with class teacher on Singing and Performing – musical play for performance to parents (record kept of which is used)</li> <li>• Regular singing led by Specialist</li> <li>• Weekly Listen and Appraise sessions led by class teacher</li> </ul>		
PE	Team Games (T1) Basic Movement Games (T2)	Team Games (T3) Gymnastics (T4)	Dance & Movement Patterns (T5) Athletics (T6)