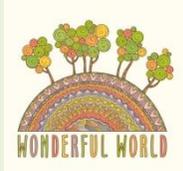


Long Term Plan  
2019-20

Long Term Plan 2019-20					
	Discover		Explore		Create
Collective worship theme	Love	Kindness	Forgiveness Celebrations	Thankfulness Stories of Jesus	Trust Right & Wrong Light Prayer
Theme:	The Bold and Brave 		Our Wonderful World 		Ready Steady Go! 
Wow starter	Super Hero day	Setting up a crime scene	To adopt a penguin	Gruffalo Hunt (Nell Bank)	Collective Japanese Day Presentations on countries
Visitor/trip		Visits from people who help us			
Reading into writing process	<p><b>Supertato</b></p> <p>Fiction: descriptive writing, character profiles</p> <p><b>Juniper Jupiter</b></p> <p>Fiction: descriptive writing (settings), character profiles (side-kick), creative a sequel 'The Further Adventures of Juniper Jupiter'</p>	<p><b>Traction Man</b></p> <p>Fiction: action/adventure narrative, comic strips, speech bubbles</p> <p><b>Newspaper Boy and Origami Girl</b></p> <p>Fiction: Diary (Y2) Non-Fiction: Persuasive letters/posters</p> <p><b>People Who Help Us</b></p> <p>Non-Fiction: Non-chronological report about people who help us (Y2), Labels, captions, fact files (Y1)</p>	<p><b>Lost and Found</b></p> <p>Fiction: narratives around journeys, postcards</p> <p>Non-Fiction: Information text about penguins Labels, captions and fact files (Rec/Y1)</p> <p><b>Scott of the Antarctic</b></p> <p>Fiction: Letter writing</p> <p>Non-Fiction: Non-chronological reports about Antarctic, instructions – how to build an igloo</p> <p><b>The Penguin Who Wanted to Find Out (Y2)</b></p> <p>Fiction: Story in the style of an author</p>	<p><b>The Gruffalo</b></p> <p>Fiction: three part story, character and setting descriptions.</p> <p>Non-Fiction: Instruction writing 'How to catch a Gruffalo'</p> <p><b>Superworm</b></p> <p>Fiction: Writing predictions, character descriptions, retelling story.</p> <p><b>A Butterfly is Patient/ Diary of a Fly (Y2)</b></p> <p>Fiction: three part story, character and setting descriptions, diaries.</p> <p>Non-Fiction: Non-chronological report about a butterfly/fly</p>	<p><b>Aesop's Fables</b></p> <p>Fiction: narratives – writing their own fables</p> <p><b>Japanese Poetry</b></p> <p>Poems &amp; poetic sentences</p> <p><b>Japanese Traditions</b></p> <p>Fiction: Postcards/letters</p> <p>Non-Fiction: Information texts about Japanese Traditions</p>
Cross-curricular writing		Reports writing Autumn Poems Comic strips Flip book fact file	Letter writing from Scott (Historical) Non Chronological Reports about penguins/frozen land Instructions- How to build an igloo?	Fact Files about plants, trees and mini beasts Instructions – Growing plants	Invitations Letter writing Report writing on a country to present to rest of KSI federation
Maths		<p><b>Year 1</b></p> <p>Place Value Addition &amp; Subtraction Shape</p> <p><b>Year 2</b></p> <p>Place Value</p>	<p><b>Year 1</b></p> <p>Addition &amp; Subtraction Place Value Length &amp; Height Weight &amp; Volume</p> <p><b>Year 2</b></p>		<p><b>Year 1</b></p> <p>Multiplication &amp; Division Fractions Position &amp; Direction Place Value Money Time</p>

	Addition & Subtraction Money Multiplication & Division		Multiplication & Division Statistics Property of Shape Fractions Length & Height		<b>Year 2</b> Position & Direction Problem Solving Time Measurements Investigations
Cross-curricular maths	Sorting using Venn diagram Shapes		Directions Co-ordinates		Time Pattern
Science	<p><b>Everyday Materials</b> Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.</p> <p><b>Seasonal Changes</b> Describe how autumn changes into winter. Explore for signs that seasons are changing.</p>	<p><b>Use of everyday material</b> Identify &amp; compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper &amp; cardboard for particular uses.</p> <p><b>Squash, bend, twist and stretch</b> Find out how the shapes of solid objects from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Identifying and Classifying Animals and Plants</b> Identify and name of variety of animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. 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> <p><b>Seasonal Changes</b> Describe the seasonal changes which spring bring. Explore for signs that seasons are changing.</p>		<p><b>Animals, including humans.</b> Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense. Describe the importance for humans of exercise, eating the right amount of different types of food. Identify the importance of food hygiene Design, prepare and cook a healthy meal (cookery lessons)</p> <p><b>Seasonal Changes</b> Describe the seasonal changes which summer bring. Explore for signs that seasons are changing.</p>
RE	<p><b>Sacred Books</b> Which stories are special and why? What can we learn from sacred books? Which stories are special and why?</p>		<p><b>Being Special</b> Where do we belong? What does it mean to belong to a faith community? Where do we belong? Who am I? What does it mean to belong?</p>		<p><b>Special Places</b> What places are special and why? What makes some places sacred to believers?</p>
History	<p><b>Significant individuals in the past who have contributed to national &amp; international achievements</b> Mary Seacole, Florence Nightingale, Jenifer Worth, Helen Keller, Marie Curie, Rosa Parks.</p>	<p><b>Chronology and comparing different periods</b> Timeline of events from the Great Fire. Comparing life in London now and then. <b>Sources of evidence</b> Paintings, drawings, diary entries, stories, non-fiction texts. <b>Events beyond living memory that are significant nationally</b> Great Fire of London 1666 The Gunpowder Plot 1605 (Bonfire Night)</p>	<p><b>Significant individuals in the past who have contributed to national &amp; international achievements</b> Famous British People - Robert Scott (explorer)</p>		<p><b>Chronology and comparing different periods</b> Where and when did the Olympic games start? How have the games evolved over time? <b>Sources of evidence</b> Exploring Ancient Greek pottery/paintings, drawing, stories, non-fiction texts</p>
Geography		<p><b>Locational knowledge</b> Locate London and know that it is the capital city of England and what its surrounding sea is. Locate the four countries of the UK and identify their capitals. <b>Human and physical geography</b> Identify jobs that are local to our area and discuss the impact this has.</p>	<p><b>Human &amp; physical geography</b> Identify the location of cold areas of the world in relation to the equator and the North and South Poles. Discuss different times for seasons around the world. Revise the four countries of the UK and identify their capitals. Identify major cities of the UK on a map (Y2) Investigate a place contrasting to our locality Explore the impact humans have on the environment both positively and negatively Pupils to take part in an environmental action day in their school and local area – making positive contributions to the world we live in.</p>		<p><b>Place knowledge</b> Understand similarities and differences through studying human and physical geography of our local area and Japan/Greece. Locate where they live in UK and know their own address <b>Geographical skills and fieldwork</b> Use maps, atlases and globes to identify the UK, Greece and Japan. <b>Human and physical geography</b> Use geographical vocabulary to refer to: mountains, sea, ocean, land and port/harbour.</p>
Art & Design	<p><b>Drawing and painting:</b> Mixing colours Kandinsky – painting repeated patterns, making different colours</p>	<p><b>Drawing and painting:</b> Great Fire of London silhouette artwork</p>	<p><b>3D work &amp; College</b> Anthony Goldsworthy – create colleges using natural materials</p>	<p><b>College:</b> Use tree rubbings to create colleges (Gruffalo Hunt) <b>Painting:</b> Van Gogh – paint still life of plants in</p>	<p><b>Painting:</b> Hokusai – recreating the wave using paints</p> <p><b>3D work:</b> Japanese clay bowls</p>

				the style of Van Gogh	<b>College &amp; 3D work:</b> Flags of the world/ bunting. Making prizes for games	
Computing	<b>Organising and retrieving Data</b> Finding, retrieving and navigating a website Experimenting with text, pictures and animation to make a simple slideshow Using the shape tool to draw  <b>e-safety</b>		<b>Algorithms &amp; Programs</b> Using Bee Bots to set instructions; write simple programs and test.  <b>Communicating</b> Sending and replying to messages sent by safe email within the federation.  <b>Internet safety day</b>		<b>Organising and retrieving information</b> Experimenting with text, pictures, shapes and animation to make a group presentation. Finding, retrieving and navigating a website (to aid research of different countries)  <b>Communicating</b> Sending and replying to messages sent by safe email within the federation.  <b>e-safety</b>	
PE	<b>Gymnastics</b> Y1: Agility, balance, coordination & cooperative activities Y2: Plan and show a sequence of movements individually and with a partner	<b>Multi Skills</b> Y1: Using small apparatus safely Y2: Using small apparatus safely to plan a sequence of movements	<b>Dance</b> Y1: Explore and perform basic body actions Show sense of dynamic, expressive and rhythmic qualities in their dance Y2: Perform body actions with control and co-ordination Remember and repeat dance phrases	<b>Gymnastics</b> Y1: Making bodies move in different ways and shapes Y2: Creating a sequence which follows a set of rules	<b>Games</b> Y1: Throwing, catching and hitting balls Y2: Hitting, kicking and rolling balls – towards playing a game	<b>Athletics</b> Outdoor athletic activities
Music	Playing with patterns	Using sound to describe	Combining Patterns	Exploring musical elements	Making Soup	Year 1: Machine Music Year 2: Melody & Accompaniment
SRE						
Looking after ourselves	E- safety Friendships Personal Hygiene	Fire Talk Friendship Week	Internet Safety Day Gender/Family identity NSPCC assembly		E- safety Stranger Danger	Water Safety
PSHE	Working Well Together	Other People are special too	Caring for myself	Caring for others	Keeping Safe	Looking Forward
Learnology	Our wonderful brain	Reggie Relationships	Rosie Ready	Richard Resilient	Ronnie Resourceful	Rachel Reflective

Long Term Plan  
2020-21

	Discover		Explore		Create	
Collective worship	The Creation Love	Image of God Kindness	Differences Forgiveness	The story of Easter Thankfulness	Journeys Trust	Pentecost Trust
Theme:	Once Upon a Time... (Castles and Dragons) 		Food Glorious Food 		Splish, Splash, Splosh 	
Wow starter	Finding Dragons Egg Email from a dragon	Skipton Castle Trip	Pizza Express trip	Tesco food trip	Cinema Time- Finding Nemo	Punch and Judy Show
Visitor/trip						
Reading into writing process	<b>A range of traditional tales:</b> <b>Jack in the Beanstalk</b> <b>Dick Whittington</b> <b>Rapunzel</b>  <b>The Paper Bag Princess (Y2)</b> <b>George &amp; the Dragon (Y2)</b>  Fiction: retelling traditional tales, fantasy narratives  Non-Fiction: adverts (John Lewis Christmas 2019 advert), instructions – how to trap a dragon		<b>The Runaway Wok</b> Non-Fiction: instructions  <b>Sam's Sandwich</b> Fiction: descriptive writing  <b>Handa's Surprise</b> Fiction: predictable and patterned language – change in setting/description	<b>The Tiger Who Came For Tea</b> Fiction: narratives with familiar settings Non-Fiction: News report (Y2)  <b>Oliver's Vegetables</b> Fiction: descriptive writing, labelling  <b>What Happens When You Eat</b> Non-Fiction: Information texts	<b>Commotion in the Ocean</b> Poetry  <b>Cinliteracy: Finding Nemo</b> Fiction: Adventure narratives, characterisation, diaries Non-Fiction: Non-chronological reports	<b>Lighthouse Keepers Lunch</b> Fiction: Letters in role of character Non-Fiction: Formal Letter writing, instruction writing
Cross-curricular writing	Dick Whittington- William Craven reputed to inspire the story- Local history links Information texts about castles Labelling Recount of trip Bonfire poems		The Runaway Wok – linked to Chinese New Year week (instructions writing about a recipe used and created) Explanation writing – digestion/plant and growth Recipe writing Planning a meal/ party invitations Menus/lists		Animal fact files Non-chronological report on Sea Creatures Environmental posters/persuasive letters	
Maths	<b>Year 1</b> Place Value Addition & Subtraction Shape  <b>Year 2</b> Place Value Addition & Subtraction Money Multiplication & Division	<b>Year 1</b> Addition & Subtraction Place Value Length & Height Weight & Volume  <b>Year 2</b> Multiplication & Division Statistics Property of Shape Fractions Length & Height	<b>Year 1</b> Multiplication & Division Fractions Position & Direction Place Value Money Time  <b>Year 2</b> Position & Direction Problem Solving Time Measurements Investigations	<b>Year 1</b> Place Value Addition & Subtraction Shape  <b>Year 2</b> Place Value Addition & Subtraction Money Multiplication & Division	<b>Year 1</b> Addition & Subtraction Place Value Length & Height Weight & Volume  <b>Year 2</b> Multiplication & Division Statistics Property of Shape Fractions Length & Height	<b>Year 1</b> Multiplication & Division Fractions Position & Direction Place Value Money Time  <b>Year 2</b> Position & Direction Problem Solving Time Measurements Investigations

Cross-curricular maths	Using a ruler to measure and draw lines (map work)	Weighing and measuring Statistics	Directions Locational knowledge
Science	<p><b>All about me</b> Notice that animals, including humans, have offspring which grow into adults. Explore human stages of development</p> <p><b>Life Cycles</b> Explore the life cycle of different animals in the local environment</p> <p><b>Seasonal Changes</b> Describe how autumn changes into winter. Explore for signs that seasons are changing.</p>	<p><b>Animals, including humans.</b> Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense. Describe the importance for humans of exercise, eating the right amount of different types of food. Identify the importance of food hygiene Design, prepare and cook a healthy meal (cookery lessons)</p> <p><b>Plants, Growth and Survival</b> To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 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. <b>Seasonal Changes</b> Describe the seasonal changes which spring bring. Explore for signs that seasons are changing.</p>	<p><b>Animals including humans: ocean life</b> Identify and name of variety of 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 animals, including pets).</p> <p><b>Living things and their habitats: ocean life</b> Explore and compare the differences between things that are living dead, and things that a 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. <b>Seasonal Changes</b> Describe the seasonal changes which summer bring. Explore for signs that seasons are changing.</p>
RE	<p><b>Creation</b> Which people are special and why?  Who made the world?</p>	<p><i>Easter focus/(different festival focus)</i>  What times are special and why? How and why do we celebrate special and sacred times? Why do Christians put a cross in an Easter garden? Why does Easter matter to Christians? (salvation)</p>	<p>Who is Muslim and what do they believe? Who is Jewish and how do they live?</p>
History	<p><b>Chronology and comparing different periods</b> Understand the time from which Queen Elizabeth I has reigned and when previous monarchs reigned before her to Queen Victoria. How was life different then and now? <b>Sources of evidence</b> Photos, paintings, drawings of Skipton Castle. Ask and answer questions to explore how they have changed. <b>Significant individuals who have contributed to national achievements</b> <i>Queen Victoria</i> – when was she our Queen, what was it like during her reign in Britain. <i>William Craven</i> – local famous person. Why was Craven famous? What did he achieve? What evidence do we still have today? <b>Significant historical places</b> Skipton Castle/Burnsall Primary/Our local church <b>Events beyond living memory that are significant nationally</b> The Gunpowder Plot 1605 (Bonfire Night) Understand what the parliament is and what happens in the Houses of Parliament</p>	<p><b>Chronology and comparing different periods</b> How has the food we eat changed since the Victorian times <b>Sources of evidence</b> Photos, paintings, drawings Ask and answer questions to the older generation and explore how they have changed.</p>	<p><b>Chronology and comparing different periods</b> Similarities and differences between seaside from the past and present. <b>Sources of evidence</b> Artefacts, stories, photos, drawings <b>Changes within living memory</b> Why did people start going to the seaside? What were Victorian seaside resorts like?</p>
Geography	<p><b>Locational knowledge</b> Name and locate the four countries of the UK – look at a famous castle/palace from each and plot on maps. Use aerial photos to recognise different landmarks. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe where castles were built: city, hill, village and town, moat, field. <b>Geographical skills &amp; fieldwork</b> Use a map to name and locate the countries of the UK. Devise a town map of Skipton, use basic symbols in a key. Use locational and directional language to plan a route on a map.</p>	<p><b>Human &amp; physical geography</b> Consider the different foods which are local to our area and the impact this has on our locality – physically and in terms of employment <b>Locational Knowledge</b> Find different countries on a map and state what traditional food comes from there</p>	<p><b>Human and physical geography</b> Use geographical vocabulary to describe the seaside: Beach, cliff, coast, sea, ocean, port/harbour Compare own locality to the seaside in terms of jobs, geographical features. Consider how humans impact on the seaside – pollution and how we can prevent this <b>Geographical skills and fieldwork</b> Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map (of a seaside) and construct using simple symbols <b>Locational Knowledge</b> Name and label the world oceans on a map</p>

Art & Design	<p><b>Painting</b> Look at portraits of different monarchs and use to inspire self-portraits</p> <p><b>Textiles</b> Work together to create a dragon batik with added collage</p>	<p><b>Drawing</b> Observational drawings of Skipton Castle</p> <p><b>Mechanisms</b> Design and make a castle with a moving drawbridge</p>	<p><b>Cooking &amp; Nutrition</b> Food hygiene Preparing and creating food safely</p> <p><b>Textiles</b> Joining materials to make a picnic blanket</p>	<p><b>Drawing</b> Observational drawings of fruits using different materials - pencils, charcoal, pastels. Scaling up – using a view finder to look closely at patterns on fruit and draw. Explore <i>Arcimboldo</i></p>	<p><b>Use of Materials</b> Designing and making puppets and a theatre</p> <p><b>Collage</b> Sea collages Explore <i>Turner</i></p>	
Computing	<p><b>Communicating</b> Sending and replying to messages sent by safe email within the federation.</p> <p><b>Data Retrieving and Organising</b> Capturing images using a camera (photos of different moods) Manipulating and printing photos Adding graphics to photos</p> <p><b>e-safety</b></p>		<p><b>Communicating</b> Using Word to process a piece of text Inserting text/deleting/changing fonts</p> <p><b>Organising and retrieving Data</b> Finding, retrieving and navigating a website</p> <p><b>e-safety</b></p>		<p><b>Organising and retrieving Data</b> Finding, retrieving and navigating a website Using a camera to record Manipulating recording and adding to presentation</p>	
PE	<p><b>Gymnastics</b> Y1: Agility, balance, coordination &amp; cooperative activities Y2: Plan and show a sequence of movements individually and with a partner</p>	<p><b>Multi Skills</b> Y1: Using small apparatus safely Y2: Using small apparatus safely to plan a sequence of movements</p>	<p><b>Dance</b> Y1: Explore and perform basic body actions Show sense of dynamic, expressive and rhythmic qualities in their dance Y2: Perform body actions with control and co-ordination Remember and repeat dance phrases</p>	<p><b>Gymnastics</b> Y1: Making bodies move in different ways and shapes Y2: Creating a sequence which follows a set of rules</p>	<p><b>Games</b> Y1: Throwing, catching and hitting balls Y2: Hitting, kicking and rolling balls – towards playing a game</p>	<p><b>Athletics</b> Outdoor athletic activities</p>
Music	Playing with patterns	Using sound to describe	Combining Patterns		Exploring musical elements	
SRE						
Looking after ourselves	E-safety Personal Hygiene	Friendships Friendship week	Internet Safety Day Gender/Family identity NSPCC assembly		E- safety Stranger Danger	Water Safety
PSHE	Who's in Charge?	Celebrating and Recognising differences.	My Body is Important	Changing Friendships	Taking Change	Looking Forward
	Growth Mindset Rachel Reflective	Growth Mindset Richard Resilient	Our working memory	Our working memory Rosie Ready	Collaboration Reggie Relationships	Joint Learnology event Ronnie Resourceful

**Long Term Planning  
2021-22**

	Discover		Explore		Create	
Collective worship theme	Love	Kindness	Forgiveness	Thankfulness	Trust	Hope
Theme:	What's Hiding in the toy box? (Toys and Dinosaurs) 		Amazing Africa 		Sail the Seas 	
Wow starter	Archaeological Dig	Bring an old toy in	Flight Stimulation to Africa	Joint African Day	Email/ Video attachment from a pirate/message in a bottle	Treasure Hunt
Visitor/trip						
Reading into writing process	<b>Harry's Bucketful of Dinosaurs</b> Fiction: stories with a familiar setting  <b>Digging up Dinosaurs</b> Non-Fiction: Labelling, information texts  <b>Non-Fiction books about dinosaurs</b> Non-Fiction: Non-chronological reports, museum signs	<b>Thread Bear</b> Fiction: Descriptive writing  <b>Lost in the Toy Museum</b> Fiction: Non-Fiction: instructions  <b>Cinliteracy linked to Toy Story</b> Fiction: characterisation, story openers, speech bubbles Non-Fiction: Play scripts (Y2)	<b>Meerkat Mail</b> Fiction: narrative writing, postcards, letter writing Non-Fiction: Fact file  <b>Anansi the Spider</b> Fiction: writing stories set in a different country which reflects their culture Non-Fiction: non-chronological reports	<b>African rhyme/poetry</b> Poetry and rhymes, including performance poetry  <b>Henry's Freedom Box (Y2)</b> Poetry (Black History text)  <b>Pretty Salma</b> Fiction: Retelling a story, writing an alternative ending	<b>Katie Morag stories</b> Fiction: Letter writing/postcards, character profiles  <b>House Held Up By Trees</b> Fiction: 3-part story Non-fiction: descriptive information text, newspaper report based on story	<b>The Tin Forest</b> Performance poetry Fiction: Emotive writing with strong environmental and moral messages Non-Fiction: Persuasive letters/leaflets
Cross-curricular writing	Information texts about dinosaurs Museum signs for Toy museum/dinosaurs Labelling toys/dinosaurs Seasonal Change- Poetry Riddles		Report writing about Africa Fact file about Africa and African animals		Wanted posters Character profiles of famous pirates Explanation writing - How to be a Pirate Persuasive campaign about environment	
Maths	<b>Year 1</b> Place Value Addition & Subtraction Shape  <b>Year 2</b> Place Value Addition & Subtraction Money Multiplication & Division	<b>Year 1</b> Addition & Subtraction Place Value Length & Height Weight & Volume  <b>Year 2</b> Multiplication & Division Statistics Property of Shape Fractions Length & Height	<b>Year 1</b> Multiplication & Division Fractions Position & Direction Place Value Money Time  <b>Year 2</b> Position & Direction Problem Solving Time Measurements Investigations	<b>Year 1</b> Place Value Addition & Subtraction Shape  <b>Year 2</b> Place Value Addition & Subtraction Money Multiplication & Division	<b>Year 1</b> Addition & Subtraction Place Value Length & Height Weight & Volume  <b>Year 2</b> Multiplication & Division Statistics Property of Shape Fractions Length & Height	<b>Year 1</b> Multiplication & Division Fractions Position & Direction Place Value Money Time  <b>Year 2</b> Position & Direction Problem Solving Time Measurements Investigations

Cross-curricular maths	Sorting objects using Venn diagram Shapes			Weighing and measuring
Science	<p><b>Everyday Materials</b> Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties. Distinguish between an object and the material from which it is made. Describe the simple physical properties of everyday materials. Identify &amp; compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper &amp; cardboard for particular uses.</p> <p><b>Seasonal Changes</b> Describe how autumn changes into winter. Explore for signs that seasons are changing.</p>	<p><b>Living things and their habitats</b> Identify and name a variety of 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. Explore life cycles – reproduction and growth of some animals 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.</p>		<p><b>Healthy Me</b> Find out about and describe the basic needs of animals including humans, for survival (water, food and air). Describe the importance for humans to be hygienic. Explore why pirates could have attracted diseases such as scurvy. Describe the importance for humans to exercise, eat the right amounts of different types of food.</p>
RE	<p><b>RE week – Christian focus: Special and Sacred Times</b> How and why do we celebrate special and sacred times? Why do Christians perform nativity plays at Christmas? Why does Christmas matter to Christians? (incarnation)</p>	<p><b>Who is a Christian and what do they believe?</b> Why is the word God so important to Christians ? What do Christians believe God is like? (God) What is the good news Jesus brings?</p>		<p><b>Our World</b> What is special about our world and how should we care for others?</p>
History	<p><b>Chronology and comparing different periods</b> Understand the time from which their Grandparents were young How was life different then and now? Plot events in their family history on a timeline</p> <p><b>Sources of evidence</b> Talking to family members, photos, letters, artefacts</p>			<p><b>Chronology and comparing different periods</b> Compare the similarities and differences between the seaside past and present.</p> <p><b>Sources of evidence</b> Photos, paintings, drawings of the seaside. Ask and answer questions to explore how they have changed.</p> <p><b>Significant individuals who have contributed to national achievements</b> <i>Christopher Columbus</i> – what were his achievements? What evidence do we still have today?</p>
Geography		<p><b>Locational Knowledge</b> Name the seven continents with a particular focus on Africa. Find the equator on a map and know what it means.</p> <p><b>Place Knowledge</b> Look at similarities and differences between life in The Dales and life in rural Kenya, including human and physical features. Compare the climate between UK and Kenya – how does this affect people in terms of jobs, food and industry.</p> <p><b>Human and physical geography</b> Use geographical vocabulary to describe the key human and physical features: desert, ocean, river mountain, weather, climate.</p> <p><b>Geographical skills and fieldwork</b> Use a world map to locate Africa and name some of the different countries within Africa.</p>		<p><b>Human and physical geography</b> Use geographical vocabulary to describe the ocean: Beach, cliff, coast, sea, ocean, port/harbour Consider how humans impact on the oceans – pollution and how we can prevent this</p> <p><b>Locational Knowledge</b> Name and label the world oceans on a map Know own address</p>
Art & Design	<p><b>Textiles</b> Making a toy dinosaur or puppet</p>		<p><b>Printing</b> Prints inspired by African animals and nature Explore <i>Gakonga</i></p> <p><b>Construction</b> Designing &amp; making a mask</p>	<p><b>Construction</b> Design &amp; make a boat out of recycled materials</p> <p><b>Use of Materials</b> Make a sculpture out of recycled materials</p>
Computing	<p><b>Data Retrieving and Organising</b> Capturing images using a camera (photos of different moods) Manipulating and printing photos Using a camera to record Manipulating recording and adding to presentation</p> <p><b>e-safety</b></p>	<p><b>Organising and retrieving Data</b> Finding, retrieving and navigating a website</p> <p><b>e-safety</b></p>		<p><b>Algorithms &amp; Programs</b> Using Bee Bots to set instructions; write simple programs and test.</p>

PE	<b>Gymnastics</b> Y1: Agility, balance, coordination & cooperative activities Y2: Plan and show a sequence of movements individually and with a partner	<b>Multi Skills</b> Y1: Using small apparatus safely Y2: Using small apparatus safely to plan a sequence of movements	<b>Dance</b> Y1: Explore and perform basic body actions Show sense of dynamic, expressive and rhythmic qualities in their dance Y2: Perform body actions with control and co-ordination Remember and repeat dance phrases	<b>Gymnastics</b> Y1: Making bodies move in different ways and shapes Y2: Creating a sequence which follows a set of rules	<b>Games</b> Y1: Throwing, catching and hitting balls Y2: Hitting, kicking and rolling balls – towards playing a game	<b>Athletics</b> Outdoor athletic activities
Music	Playing with patterns	Using sound to describe	Combining Patterns		Exploring musical elements	
SRE						
Looking after ourselves	E- safety Friendships Personal Hygiene	Fire Talk Friendship Week	Internet Safety Day Gender/Family identity NSPCC assembly		E- safety Stranger Danger	Water Safety
PSHE	Working Well Together	Other People are special too	Caring for myself	Caring for others	Keeping Safe	Looking Forward
Learnology	Taking Ownership Reggie Relationships	Taking Ownership Rosie Ready	Growth Mindset Richard Resilient	Our Learning Environment Ronnie Resourceful	Our Learning Environment Rachel Reflective	Me & My Learning Project