



Long Term Plan: 2020-2021

Long Term Planning						
	<u>Autumn 1</u> <u>Time Travellers</u> <u>8 weeks</u>	<u>Autumn 2</u> <u>Time Travellers</u> <u>7 weeks</u>	<u>Spring 1</u> <u>Dig a little Deeper</u> <u>6 weeks</u>	<u>Spring 2</u> <u>Dig a little Deeper</u> <u>6 weeks</u>	<u>Summer 1</u> <u>Summer Fun</u>	<u>Summer 2</u> <u>Summer Fun</u>
Trips	Local area walk	Entry Activity: GFOL day	Entry Activity:	Exit Activity: Visit to Rose Gardens	Entry Activity:	Exit Activity: Roald Dahl Museum Beach day Leavers show
Quality Text	Pumpkin Soup Delicious	Katie in London Toby and the Great Fire of London, or Vlad and the Great fire of London	The Great Kapok Tree Clean Up-Nathan Bryon (pollution)	In My Garden Little Leaders – Bold Women in Black History – Vashti Harrison	Tinga Tinga tales. Amazing Grace	Roald Dahl – 1939 Dar-es-Salaam
English Teaching Texts	3 weeks- fairy tales Pumpkin soup 2 weeks – Recount (Katie in London, bakery trip) 1 week poetry - Benjamin Zephaniah poet – Talking Turkeys	3 weeks – GFOL text 3 weeks – reports – GFOL 1 week – calligrams	3 weeks- Stories with recurring literacy language – The Great Kapok Tree 3 weeks- explanations- extinction	2 weeks- Calligrams- plants 2weeks- Stories with recurring literacy language- In my Garden 1 week- read, write and perform a verse	3 weeks – Tinga Tinga Tales 2 weeks - Poetry Explanations	Roald Dahl 3 weeks - Character description 2 weeks – instructions 1 week - Poetry

A Happy Face, A Learning Place, A Growing Space

Topic linked Maths skills	<p>Time Measuring height of children</p> <p>Measuring the time it takes to exercise</p> <p>How long it takes for animal babies to turn into adults</p> <p>Look back at changes to humans over time. Famous Mathematician: Katherine Johnson (NASA mathematician) 1918-2020</p>		<p>Measuring plants/ animals/ rainfall/ weight</p>	<p>Data handling Symmetry of seaside items Fractions of flags/ kites Money- buying seaside items</p>	
Science	<p><u>Animals including humans</u></p> <p><u>Year 2 content</u> Humans – growth. Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Health and exercise Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Usain Bolt, Louise Paster – germs</p>	<p><u>Materials</u> <u>Year 1 content</u> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Year 2 content</u></p>	<p><u>Animals including humans – Year 1 content</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p><u>Living things and habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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</p>	<p><u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. George Washington Carver 1860 – 1943 scientist and inventor. Promoted alternative crops to cotton to prevent soil depletion</p> <p><u>Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Can investigate how much water to add to sand to make best sandcastle/ floating and sinking – boat or toy/ best material for a sandcastle.</p>	

A Happy Face, A Learning Place, A Growing Space

		<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Dunlop/ McAdam or other significant material scientist</p>	<p>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> <p>Gillian Burke – Natural History Researcher (Spring watch)</p>			
<p>History skills</p>		<p>Great Fire of London Samuel Pepys</p> <p>1. develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>3. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>4. understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>6. events beyond living memory that are significant nationally or globally</p>		<p>Jane Goodhall – include local and indigenous people native to area</p> <p>1. develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>4. understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>7. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to</p>		<p>Seaside's Mary Seacole</p> <p>1. develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>4. understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>

A Happy Face, A Learning Place, A Growing Space

				compare aspects of life in different periods		
Geography skills		<p>London</p> <p>1.Name the seas around the UK - link to River Thames</p> <p>5. use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>6. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>7. Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage.</p>	<p>Rainforest</p> <p>1.name and locate the world's seven continents and five oceans</p> <p>5. use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>6. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>Africa</p> <p>3. 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</p> <p>4.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> <p>5.use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>6.use</p>	

A Happy Face, A Learning Place, A Growing Space

					<p>basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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>	
<p>Music skills</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes ☑ play tuned and untuned instruments musically ☑ listen with concentration and understanding to a range of high-quality live and recorded music ☑ experiment with, create, select and combine sounds using the inter-related</p>	<p><u>Music Express 2</u> Ourselves Our bodies Recorder</p> <ul style="list-style-type: none"> • Play tuned instruments, use voices expressively 	<p><u>Music Express 2</u> Our land Weather Recorder</p> <ul style="list-style-type: none"> • Play tuned instruments, use voices expressively 	<p><u>Music Express 2</u> Animals Story Time Recorder</p> <ul style="list-style-type: none"> • Play tuned instruments, listen with concentration and understanding 	<p><u>Music Express 2</u> Travel Seasons Recorder</p> <ul style="list-style-type: none"> • Play tuned instruments, listen with concentration and understanding 	<p><u>Music Express 2</u> Toys Water Recorder</p> <ul style="list-style-type: none"> • Play tuned instruments, experiment and create sounds <p>June is African-American Music Appreciation Month</p> <p>Toni Braxton Alicia Keys Rihanna Bob Marley Stevie Wonder</p>	<p><u>Music Express 2</u> Pattern Number Recorder</p> <ul style="list-style-type: none"> • Play tuned instruments, experiment and create sounds

A Happy Face, A Learning Place, A Growing Space

dimensions of music. Key					Jackson 5 James Brown	
Art skills	<p>Van Gogh – Starry Night</p> <ol style="list-style-type: none"> 1.produce creative work, exploring their ideas and recording their experiences 2.become proficient in drawing 3. evaluate and analyse creative works using the language of art, craft and design 4. Know about great artists and understand the historical and cultural development of their art forms. 		<p>Henri Rousseau- powder paint- landscape.</p> <ol style="list-style-type: none"> 1.produce creative work, exploring their ideas and recording their experiences 2.become proficient in painting 3. evaluate and analyse creative works using the language of art, craft and design 4. Know about great artists and understand the historical and cultural development of their art forms. 		<p>African Art- masks</p> <ol style="list-style-type: none"> 1.produce creative work, exploring their ideas and recording their experiences 2. become proficient in sculpting 3. evaluate and analyse creative works using the language of art, craft and design 	
DT		<p>Vehicles- GFOL cart</p> <ol style="list-style-type: none"> 1.design purposeful, functional, appealing products for themselves and other users based on design criteria 2.generate, develop, model and communicate their ideas through talking, drawing, mock-ups and, where appropriate, information 		<p>Rainforest smoothies</p> <ol style="list-style-type: none"> 1.design purposeful, functional, appealing products for themselves and other users based on design criteria 3. select from and use a range of tools and equipment to perform practical tasks 		<p>Kites</p> <ol style="list-style-type: none"> 1.design purposeful, functional, appealing products for themselves and other users based on design criteria 2. Generate, develop, model and communicate their ideas through talking, drawing, mock-ups. 3.select from and use a range of tools and

A Happy Face, A Learning Place, A Growing Space

		<p>and communication technology</p> <p>3. select from and use a range of tools and equipment to perform practical tasks</p> <p>4. select from and use a wide range of materials and components, including construction materials according to their characteristics</p> <p>5. explore and evaluate a range of existing products</p> <p>6. evaluate their ideas and products against design criteria</p> <p>7. build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>8. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>4. Select from and use a wide range of materials and components including ingredients, according to their characteristics.</p> <p>6. evaluate their ideas and products against design criteria</p> <p>9. use the basic principles of a healthy and varied diet to prepare dishes</p> <p>10. Understand where food comes from.</p>		<p>equipment to perform practical tasks</p> <p>4. Select from and use a wide range of materials and components including textiles according to their characteristics.</p> <p>5. explore and evaluate a range of existing products</p> <p>6. evaluate their ideas and products against design criteria</p> <p>7. build structures, exploring how they can be made stronger, stiffer and more stable</p>
--	--	--	--	--	--	--

A Happy Face, A Learning Place, A Growing Space

Computing	<p>1.9 – Technology outside of school (lesson 1 only) 2.7 – Making music (3 sessions) 2.1 – Coding (6 sessions)</p> <p>1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>2. Create and debug simple programs</p> <p>3. Use logical reasoning to predict the behaviour of simple programs</p> <p>4. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>6. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>2.2 Online safety (1/2 sessions) 2.5 Effective Searching (2/3 sessions) 2.8 Presenting ideas (2/3 lessons)</p> <p>4. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>5. Recognise common uses of information technology beyond school.</p> <p>6. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>2.3 Spreadsheets (4 sessions) 2.4 Questioning (5 sessions)</p> <p>4. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>6. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
------------------	--	--	---

A Happy Face, A Learning Place, A Growing Space