

Year A Plan – Year 1/2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Rainforests | Fire Fire! | Let's Explore! | Animal Antics | All Things Bright and Beautiful | Under the sea |
| Memorable experience | County Show | Create a pudding lane out of boxes and recreate The Great Fire of London. | Trip to the shore or Grange – linked to geography and maps. | Butterflies – link to Science life cycles. Trip to Greenlands Farm | Growing own vegetables – link with Science. | Visit to Lakes Aquarium on the boat/train |
| Home learning project | Home learning Grid – choose 6 activities. | Home Learning Grid – choose 6 activities. | Home Learning Grid – choose 6 activities. | Home Learning Grid – choose 6 activities. | Home Learning Grid – choose 6 activities. | Home Learning Grid – choose 6 activities. |
| English | <p>Narrative/Non-fiction: The Main Text: One Day On Our Blue Planet – Rainforest</p> <p>Outcome: Setting description</p> <p>Narrative: Buddy' rainforest Rescue</p> <p>Outcome: Simple non-chronological report.</p> | <p>Narrative: The Main Text: Percy Park Keeper stories: Percy's inventions The Secret Path Hedgehog's balloon</p> <p>Outcome: Character description of Percy the Park Keeper</p> <p>The Main Texts: The Great Fire of London (purple book)</p> <p>Outcome: Recount of the Great Fire of London</p> | <p>Narrative: The Main Text: Lost and Found</p> <p>Outcome 1: Letter</p> <p>Outcome 2: Story based on Lost and Found</p> <p>Poetry: Apes to Zebras</p> <p>Outcome: Shape poem</p> | <p>Narrative: The Main Text: The Journey Home:</p> <p>Outcome: Setting Description – storm page.</p> <p>Letter Writing Percy the Post Penguin</p> <p>Outcome: Write a letter</p> | <p>Narrative: The Extraordinary Gardner</p> <p>Non-Fiction: The Amazing Life Cycle of a Plant</p> <p>Outcome: Explanation text and Instructions</p> | <p>Narrative: Main Text: The Sea Saw</p> <p>Outcome: Diary entry</p> <p>Non-fiction: Main Text: Puffin</p> <p>Outcome: Create a booklet about Puffins</p> |
| Phonics | Following Read Write Inc phonics scheme. | | | | | |
| Maths Hamilton | <p>Place Value</p> <p>Counting and estimation Teen and place value of 2 digit numbers Numbers on a line; compare ad order Count to 100, more/less, ordinals</p> <p>Addition and Subtraction</p> <p>Partition numbers; learn number bonds</p> | <p>Addition and Subtraction</p> <p>Reinforce and consolidate number bonds Use number facts to add and subtract Adding and subtracting 10s and 1s</p> <p>Time</p> <p>Tell the time to half and quarter hours</p> | <p>Place Value</p> <p>2 digit place value Numbers and quantities</p> <p>Addition and Subtraction</p> <p>Mental addition and subtraction Adding and subtracting money Add and subtract pairs of 2 digit numbers</p> <p>Money and Time</p> <p>Tell the time Units of time</p> <p>Measures and Data</p> <p>Compare and measure weight</p> | <p>Addition and Subtraction</p> <p>Reinforcing written methods for addition and subtraction</p> <p>Multiplication</p> <p>Clever counting Relating multiplication and division Arrays</p> <p>Fractions</p> <p>Fractions of shapes Fractions of amounts</p> | <p>Place value and Fractions</p> <p>Consolidation of strategies</p> <p>Addition and Subtraction</p> <p>Consolidating methods and mental strategies</p> <p>Multiplication and Division</p> <p>Consolidation of written methods and recall strategies</p> | <p>Place Value and Addition</p> <p>Place value in 2 digit numbers Add and subtract 1 digit numbers using patterns Bonds to 10 Adding three numbers</p> <p>Subtraction using money</p> <p>Bridging 10 and counting up subtraction Finding totals Finding change</p> <p>Multiplication and Division</p> <p>Doubling and Halving</p> |

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| | <p>Add by counting on in 1s and 10s Counting back; understand +/-</p> <p>Measures Comparing measuring lengths</p> | <p>Understand units of time</p> <p>Addition and Subtraction Use different strategies for addition Coin recognition: find amounts and change</p> <p>Fractions and Multiplication Understanding halves and quarters Doubling and halving Odd and even numbers Counting in steps of 5s and 10s.</p> | <p>Measure and represent capacity Block graphs – interpreting and creating Tally charts – interpreting and creating</p> | <p>Shape 2D shapes 3D shapes Symmetry</p> | <p>Position and Time Rotation and position of shapes Consolidation of telling the time Y2 – 5 minute time intervals</p> | <p>Shape, Time and Data Exploring shape and properties Telling the time Data handling</p> |
| Science | <p>Materials and their properties Sorting Materials Egg drop investigation Changing Shape Everyday materials out and about Recycling investigation Reduce Reuse Recycle</p> | <p>Seasonal Change Seasons Autumn into Winter Recording the weather Weather Symbols Temperature recording Dressing for the weather</p> | <p>The Earth and our environment Planet Earth Continents and oceans Arctic and Antarctic Melting ice investigation Pollution and plastic Renewable energy How we can help our environment.</p> | <p>Animals including humans Offspring Life Cycles – Butterfly and Frog Needs for survival Pond dipping Human life cycle Growing up</p> | <p>Plants Looking at seeds What do plants need to survive? Planting a bean Bean diary Bean life cycle Where do plants grow? Plant adaptations Seed dispersal</p> | <p>Living things and their habitats - Under the sea Fish or mammal Habitats: Rock pools and seaweeds Seagrass meadows and sea horses Coral reefs Whales and Sharks – mammals and fish Seals – Walney Island colony Threats to our oceans</p> |
| Computing | <p>Computer Skills How to use a computer. Basic computer skills Mouse control skills</p> <p>Creative Computing Developing mouse skills and ICT skills using creative tools,</p> <ul style="list-style-type: none"> • Making digital art. • Making and sharing jigsaws • Making and a drag and drop game | <p>Creating pictures Using a digital art tool to create art in different traditional art styles.</p> <ul style="list-style-type: none"> • Using paint pictures templates • Exploring the features of each template • Compiling an online art portfolio combining • Comparing digital artifacts to non-digital effects | <p>Technology around us. Defining and understanding what technology is. Relating this to school, home, outside and its use in the wider world.</p> <ul style="list-style-type: none"> • Understanding what technology is. • Recognising technology in the local environment and wild world | <p>The Internet Understanding what the Internet is,</p> <ul style="list-style-type: none"> • Defining the World Wide Web • Recognising browsers and websites • Connecting to the Internet | <p>Coding Introducing block coding using 2code.</p> <ul style="list-style-type: none"> • Using codes to code • Understanding objects, actions and events • Planning and designing a program | <p>Data explorers Grouping and sorting objects. Relating this to organising and interpreting data. Using pictorial data.</p> <ul style="list-style-type: none"> • Sorting and grouping quizzes • Understanding what data is • Representing data electronically |

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| PE | Fundamental Ball Skills Multi-Skills – throwing and catching. | Gymnastics Dance – Christmas Production Dance | Gymnastics Indoor games | Multi Skills Yoga: solute to the sun. | Orienteering. Invasion games. | Athletics and Fundamental Skills. |
| RE | Festivals 1.1 Harvest Festival – Why do Christians celebrate harvest? Sukkah – Jewish Festival 2.3 Jesus: Why did Jesus welcome everyone? | 2.2 Christmas Why do Christians celebrate Christmas? Why was the birth of Jesus such good news? | 1.2 Creation Explore creation stories in different faiths. | 1.5 Easter Story What did Jesus teach us? | 1.4 Jesus What made Jesus special? | 1.7 Baptism: Why is baptism special? How do people of world faiths welcome new babies? Visit Stroth Church with Father Andrew Link to Sikhism |
| PSHE | VIPS | Britain | Think Positive | Money Matters | Safety first | Growing up |
| Music | Carnival of the animals | Christmas Production Music | Percussion and composing music | Recorders | Boomwhackers | Summer Production |
| Geography | See Rainforests | Our School Where is our school? UK, North west England, Cumbria, Storth. Using Google maps, UK atlas, local map Our classroom <ul style="list-style-type: none"> Mapping the classroom Investigating our school grounds (National Education Nature Park) Mapping our school grounds <ul style="list-style-type: none"> Using symbols Making a simple key How has our school changed over time? How could our school and grounds change in the future? | Mapping it out (link with Literacy and famous explorers) Investigating different maps Find your way around a map <ul style="list-style-type: none"> Compass points Planning and navigating simple routes Making a map <ul style="list-style-type: none"> Mapping the Heron Hall field Using symbols and a simple key Compass points Mapping the world <ul style="list-style-type: none"> Using an atlas Identify and name continents Identify and name oceans Finding treasure Using a grid | Our Country Exploring Britain – link with PSHE Town and Country – similarities and differences Identify the 4 countries and capital cities of the UK Arial view – Google Earth The landscapes of the 4 countries. Travelling Ted Tours a capital city – major landmarks of London Comparing capital cities. | See The Snail and the Whale | Chembakolli. Compare the similarities and differences between Storth and Chembakolli India – weather, climate, food, housing, education and transport. Which continent is Chembakolli found in? What is the physical geography of Chembakolli (weather, site, rivers)? What is the human geography of Chembakolli? (settlement size, shops and services, local industries, transport links, tourist attractions)? What are the similarities and differences between Chembakolli and Storth/ Lake District? I can use maps, atlases and globes of different scales? |
| History | Toys from the past. *Can they recognise the distinction between past and present? *Can they ask questions to a visitor (grandparent) to find | History of the Great Fire of London – NC Aims: *changes within living memory. Where appropriate, these should be used to | Significant Explorers. *order reasons (in order of importance) as to why people might be considered to be significant. * compare the ways in which we can find out about the recent past and also about explorers from long ago. | Changes within living memory: * Timeline of growth from baby to now * Family trees * understand the difference between the | Significant Individual: Florence Nightingale *Can they identify the period of time in Britain that Queen | Changes in seaside resorts. understand the difference between the present and the past (initially focusing on the past in relation to their own life) * sequence known events and events within living memory in chronological order/sequence events from different periods of their own lifetime chronologically/know when some |

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| <p>out about toys in the past? E.g. what toys and how many? Money was scarce in the post war era so perhaps they had less.</p> <p>*Can they answer questions about old and new objects?</p> <p>*Can they spot old and new things in a picture?</p> <p>*Can they use sources to answer simple questions about the past e.g. which object is older? How do we know?</p> <p>*Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources such as adverts)</p> <p>*Can they identify similarities and differences between their toys and toys from the past?</p> <p>*Can they give a plausible explanation about what an object was used for in the past?</p> <p>*Can they explain why changes have occurred over time? E.g. introduction of new materials, technology.</p> | <p>reveal aspects of change in national life</p> <p>*Events beyond living memory that are significant nationally or globally</p> <p>*Can they sequence a set of events and facts in chronological order and give reasons for their order?</p> <p>*Can they use sources such as videos, pictures and written sources to ask & answer questions about the past?</p> <p>*Do they know and understand the key features of the Great Fire of London.</p> <p>*Can they identify where the people and events fit into a chronological framework?</p> <p>*Can they identify some of the basic ways the past can be represented e.g. through pictures?</p> <p>*Can they ask and answer questions by using a specific source, such as objects, pictures, stories, plays, songs, film clips, museum displays and information books?</p> <p>*To use simple historical sources e.g. photographs/ newspaper clippings to show they know and understand key features of events.</p> | <p>* use prompts to describe the key events and achievements in the lives of the explorers studied.</p> <p>* make some simple comparisons between explorations in the recent and more distant past</p> <p>*talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time.</p> | <p>present and the past (initially focusing on the past in relation to their own life)</p> <p>* sequence known events and events within living memory in chronological order/sequence events from different periods of their own lifetime chronologically/know when some significant historical events (beyond living memory) happened.</p> <p>* know and understand key features of events within living memory (and beyond)/ show knowledge and understanding of key features of the past beyond living memory, for example, significant local, national or world events/people</p> <p>* recount changes within living memory (and beyond)/recognise that their own lives are different from those in the past.</p> <p>*select and recall orally information from their past/ select and recall orally basic, key information about events in the past beyond living memory * talk, draw or write about aspects of the past within living memory (and beyond) using simple historical words and phrases/ record what they have learned about the past beyond living memory by drawing and writing, using a wide vocabulary of everyday historical words and phrases.</p> | <p>Victoria and Elizabeth II lived and what else was happening?</p> <p>*Can they identify similarities and differences between ways of life in different periods?</p> <p>*To begin to understand the reasons people in the past acted as they did from a range of sources.</p> <p>*Ask and answer questions about significant individuals and the way they lived.</p> <p>*Can they demonstrate simple historical concepts and events through speaking, role play and picture stories?</p> <p>*Do they appreciate that some significant people have helped our lives be better today?</p> | <p>significant historical events (beyond living memory) happened.</p> <p>* identify some similarities and differences over own lifetime (and beyond)/ identify similarities and differences between ways of life of significant people studied and their own lives.</p> <p>*make simple observations from photos/objects to show understanding about events within living memory (and beyond)/ find out about the past beyond living memory by making</p> |
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| DT | | Structures Design and create a house from Pudding Lane. | Linkages and Levers. Create a moving animal using linkages and levers. Create a moving picture using sliders and pivots. | | Textiles felt flowers | Linkages and Levers Create own moving animal using Cad card and split pins. |
| Art | Drawing and Painting Carnival of the animals | | | Environmental Art inspired by Andy Goldsworthy. Collect natural objects, arrange and draw them in different shapes – experiment with different shapes | | |