

Year A Plan – Year 1/2

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Incredible Interventions.	Fire Fire!	Lets Explore!	Myself and other animals	All Things bright and beautiful	Seaside!
Memorable experience	County Show	Create a pudding lane out of boxes and recreate The Great Fire of London.	Trip to the shore – linked to geography and maps.	Butterflies – link to Science life cycles. Trip to Leighton Moss or Foulshaw Moss for pond dipping – link to Science habitats.	Growing own vegetables – link with Science.	Trip to Arnside/ Grange over Sands
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: The Main Text: The Colour Monster (Hamilton)</p> <p>Outcome 1: Simple sentences to think about why he was feeling</p> <p>Outcome 2: Letter to say wwhat the colour monster should do when he is sad. (Yr1 – He is ...) (Yr2 – letter format).</p> <p>The Main Text: After the Fall.</p> <p>Outcome 1: Writing about how they have been courageous.</p> <p>Outcome 2: Innovated Story of After the Fall. (Yr1 – use pictures and write a caption for each one.)</p> <p>Non- Fiction: Letter to father Christmas (Hamilton)</p>	<p>Narrative: The Main Text: A Squash and a Squeeze.</p> <p>Outcome 1: Opening a story</p> <p>Outcome 2: Finishing a story.</p> <p>The Main Texts: Vlad and the Great Fire of London and Toby and the great Fire of London.</p> <p>Outcome 1: Setting Description – after the fire.</p> <p>Outcome 2: recount of 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>Non – Fiction Incredible Creatures – Hamilton.</p>	<p>Narrative: The Main Text: The Journey Home:</p> <p>Outcome 1: Setting Description – storm page.</p> <p>Outcome 2: Own narrative – change the animals and habitats.</p> <p>Non-fiction Information Text – Taking Care of a Guinea Pig Outcome 1: A Non-Chronological report on Guinea Pigs. Outcome 2: Designing a Guinea pig menu</p> <p>Poetry • A Guinea Pig’s nightmare • Poem based on Michael Morpurgo’s ‘Dinnertime</p>	<p>Narrative: Main Text: Snail and the Whale.</p> <p>Outcome 1: Character Profiles</p> <p>Outcome 2: Adventure story</p> <p>Non-fiction Instructions – Recipe (link to DT) Labels, lists and captions (link to plants)</p>	<p>Narrative: Main Text: Eddie’s Garden</p> <p>Outcome 1: Recount of events from fictional context – Day 1 of Eddie’s Garden</p> <p>Outcome 2: Independent recount of events from fictional context – Day 2 of Eddie’s Garden</p>
Phonics	Following the no nonsense phonics scheme.					

<p>Maths Hamilton</p>	<p>Place Value</p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>identify and represent numbers using objects and pictorial representations including the number line</p> <p><i>Recognise and create repeating patterns with numbers, objects and shapes.</i></p> <p><i>Find 1 or 10 more or less than a given number. Describe and extend simple sequences involving counting on or back in different steps.</i></p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p><i>Partition numbers in different ways (eg $23 = 20 + 3$ and 23 equals $10 + 13$)</i></p> <p>Addition and Subtraction</p> <p>represent and use number bonds and related subtraction facts within 20.</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Place Value</p> <p>Y1: Addition and Subtraction represent and use number bonds and related subtraction facts within 20.</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Measures compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</p> <p>compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>Multiplication and Division</p> <p>count in multiples of twos, fives and tens</p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p><i>Derive and use doubles of simple 2 digit numbers (numbers in which the ones total less than 10)</i></p> <p><i>Derive and use halves of simple 2 digit even numbers (numbers in which the tens are even)</i></p>	<p>Y1: Weight and Volume compare, describe and solve practical problems for: * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]</p> <p>Y2: Capacity, Volume, Mass and Temperature compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Money recognise and know the value of different denominations of coins and notes recognise and use symbols for pounds (£) and pence (p);</p> <p>combine amounts to make a particular value find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Geometry (Shape) recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</p> <p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p>	<p>Multiplication and Division count in multiples of twos, fives and tens.</p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p><i>Understand division as sharing and grouping and that a division calculation can have a remainder.</i></p> <p>Fractions recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p><i>Understand that a fraction can describe part of a whole</i></p> <p><i>Understand that a unit fraction represents one equal part of a whole.</i></p> <p><i>Pupils should count in fractions up to 10, starting from any number and using the $1/2$ and $2/4$ equivalence on the number line (in steps of $1/2$ and $1/4$).</i></p> <p>recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity.</p> <p><i>Understand and use the term numerator and denominator</i></p>	<p>Time tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>know the number of minutes in an hour and the number of hours in a day.</p> <p>Y1: Place Value given a number, identify one more and one less use the language of: equal to, more than, less than (fewer), most, least</p> <p>identify and represent numbers using objects and pictorial representations including the number line</p> <p>Y2 Place Value count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p><i>Describe and extend simple sequences involving counting on or back in different steps.</i></p> <p>compare and order numbers from 0 up to</p>	<p>Consolidation of the four operations.</p> <p>Position, Direction and Pattern. describe position, direction and movement, including half, quarter and three-quarter turns. <i>Recognise and create repeating patterns with objects and shapes.</i></p> <p>use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Statistics Sort objects, numbers and shapes to a given criterion and their own.</p> <p>Present and interpret data in block diagrams using practical equipment.</p> <p>Ask and answer simple questions by counting the number of objects in each category</p> <p>Ask and answer questions by comparing categorical data</p> <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables Compare and sort <i>objects, numbers and</i> common 2d and 3d shapes and every day objects.</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p>
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	<p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers 	<p>Time</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>know the number of minutes in an hour and the number of hours in a day.</p> <p>]</p>		<p><i>Understand that fraction can describe part of a set. Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</i></p> <p>Length and Height</p> <p><i>Understand and use language to compare the length/width of two objects</i></p> <p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] <p><i>Understand and use language to compare the height of two objects</i></p> <p>compare and order lengths, and record the results using >, < and =</p>	<p>100; use <, > and = signs</p> <p>Money</p> <p>recognise and know the value of different denominations of coins and notes recognise and use symbols for pounds (£) and pence (p);</p> <p>combine amounts to make a particular value find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	
<p>Science</p>	<p>Everyday materials (in relation to topic):</p> <p>Y1: distinguish between an object and the material from which it is made; identify/name a variety of everyday materials; describe simple physical properties of materials; compare and group together materials based on simple physical properties</p> <p>Y2: identify/compare suitability of materials; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Seasonal changes</p> <p>observe changes; observe/describe weather/day length.</p> <p>Y1: observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p> <p>Y2: observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>	<p>Forces and Movement?</p> <p>How do vehicles move? What affects speed? Compare how different things move on different surfaces.</p>	<p>Animals (Land animals):</p> <p>Y1: identify/name common animals; identify/name common animals that are carnivores, herbivores and omnivores; describe/compare animal structure.</p> <p>Y2: notice that animals have offspring which grow into adults; find out/describe basic needs of animals for survival.</p> <p>Humans:</p> <p>Y1: identify/name/draw/label human body parts and which part is associated with which sense.</p> <p>Y2: notice that humans have offspring which grow into adults; find out/describe basic needs</p>	<p>Plants:</p> <p>Y1: identify/describe basic structure of common flowering plants/trees; identify/name common plants, deciduous and evergreen trees</p> <p>Y2: observe/describe how seeds/bulbs grow into mature plant; find out/describe how plants need water, light and suitable temperature to grow/stay healthy</p>	<p>Animals (Sea animals)</p> <p>Y1: identify/name common animals; identify/name common animals that are carnivores, herbivores and omnivores; describe/compare animal structure;</p> <p>Y2: notice that animals have offspring which grow into adults; find out/describe basic needs of animals for survival</p> <p>Y2: Living things and their habitats (Sea animals) identify that most living things live in habitats to which they are suited and describe how different habitats provide for different kinds of animals and how they depend on each other; identify/name a variety of animals in their habitats, including micro-habitats; describe how animals obtain their food from plants/other animals, using idea of a simple food chain, and identify/name different sources of food.</p>

				<p>of humans for survival; describe the importance of exercise, diet and hygiene</p> <p>Y2: Living things and their habitats (Land Animals): explore/compare differences between living/dead/never been alive; identify that most living things live in habitats to which they are suited and describe how different habitats provide for different kinds of animals and how they depend on each other; identify/name a variety of animals in their habitats, including micro-habitats; describe how animals obtain their food from plants/other animals, using idea of a simple food chain, and identify/name different sources of food.</p>		
Computing	<p>Word processing Skills</p> <p>Basic computer and mouse skills. Creating a document in word. Saving and printing a document in word.</p>	<p>Painting on a computer</p> <p>Practice mouse skills. Using painting to create a picture linked to Great Fire of London. Save the picture.</p>	<p>Technology around us</p> <p>Different types of technology in school and at home. Different types of technology in the wider world. Difference between information technology and technology.</p>	<p>Online Safety</p> <p>How to keep safe online. What does staying safe online mean?</p>	<p>Using the internet</p> <p>Searching using a search engine. How to safely use the internet. Different types of search engines.</p>	<p>Programming a toy</p> <p>Understand and create different algorithms. Use Bee – Bots to programme a range of algorithms.</p>
PE	<p>Fundamental Ball Skills</p> <p>Multi-Skills – throwing and catching.</p>	<p>Gymnastics</p> <p>Dance – Christmas Production Dance</p>	<p>Gymnastics Indoor games</p>	<p>Multi Skills</p> <p>Yoga: solute to the sun.</p>	<p>Orienteering. Invasion games.</p>	<p>Athletics and Fundamental Skills.</p>
RE	<p>Festivals</p> <p>1.1 Harvest Festival – Why do Christians celebrate harvest? Sukkah – Jewish Festival 2.3 Jesus:</p>	<p>2.2 Christmas</p> <p>Why do Christians celebrate Christmas? Why was the birth of Jesus such good news?</p>	<p>1.2 Creation</p> <p>Explore creation stories in different faiths.</p>	<p>1.5 Easter Story</p> <p>What did Jesus teach us?</p>	<p>1.4 Jesus</p> <p>What made Jesus special?</p>	<p>1.7 Baptism:</p> <p>Why is baptism special? How do people of world faiths welcome new babies? Visit Stroth Church with Father Andrew Link to Sikhism</p>

	Why did Jesus welcome everyone?					
PSHE	VIPS	Britain	Think Positive	Money Matters	Safety first	Growing up
Music	Charanga Unit – Hey You!	Christmas Music Chranga unit – Ho Ho Ho	Charanga Unit – In the Groove	Charanga Unit – Zoo time	Summer Production	Charanga Unit – 3 little birds.
Geography	<p>Our School</p> <p>What is our school building like?</p> <p>What are our school grounds like?</p> <p>Where is our school in relation to the larger settlement?</p> <p>What human features can we see within a short walking distance from our school?</p> <p>What physical features can we see within a short walking distance from our school?</p> <p>Can we identify any changes that have occurred or are taking place at the present within the environment surrounding our school? I can use maps, atlases and globes of different scales.</p> <p>I can use aerial photographs and recognise basic human features and landmarks.</p> <p>I can draw a simple map using symbols and a key.</p> <p>I can follow a simple map</p>	<p>Our Country</p> <p>Maps – Year 1 and 2: 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>Children look at the seas around country – flag, currency, features etc.</p> <p>Learn their address – compare and contrast different building found in our country.</p> <p>Lake District – what does it has to offer? Human and Physical features.</p>	<p>Magical Maps</p> <p>(Link to Exploring the local area and the countries discovered by Explorers) Human and Physical</p> <p>* identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>* use basic geographical vocabulary to refer to: key physical features, including: forest, hill, river, valley, and key human features, including: city, town, village, factory, farm, house, office and shop Place Knowledge</p> <p>* 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>Geographical Skills and Fieldwork:</p> <p>* 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> <p>* devise a simple map; and use and construct basic symbols in a key</p> <p>* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>* use world maps, atlases and globes to identify the countries and continents studied</p>	<p>What a wonderful world!</p> <p>Identify plants at school and by the sea.</p> <p>Different type of weather.</p> <p>Left and right weather symbols.</p> <p>Different environments.</p> <p>I can recognise simple features on maps.</p> <p>I can use aerial photographs and recognise basic human features and landmarks.</p> <p>I can draw a simple map using symbols.</p> <p>I can use some Ordnance Survey symbols.</p> <p>I can follow a route on a map with a key.</p>	<p>Continents and Oceans, capital cities, the UK, physical and human features – link to local area.</p> <p>(Link to where food comes from) Human and Physical Geography:</p> <p>* identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>* use basic geographical vocabulary to refer to key physical features, including: forest, river, soil, valley and vegetation</p> <p>Geographical Skills and Fieldwork: * use world maps, atlases and globes to identify the countries and continents studied.</p> <p>Where in the world would we find the Equator, North Pole and South Pole?</p> <p>Can we identify on a map of the world the positions of the Equator, North and South Poles?</p> <p>Can we list the countries that the Equator passes through?</p>	<p>Chembakolli.</p> <p>Compare the similarities and differences between Storth/Lake District and Chembakolli – weather, climate, food, housing, education and transport.</p> <p>Which continent is Chembakolli found in?</p> <p>What is the physical geography of Chembakolli (weather, site, rivers)?</p> <p>What is the human geography of Chembakolli? (settlement size, shops and services, local industries, transport links, tourist attractions)?</p> <p>What are the similarities and differences between Chembakolli and Storth/ Lake District? I can use maps, atlases and globes of different scales?</p> <p>What are the seven continents of the world?</p> <p>What are the five oceans of the world?</p> <p>What are the oceans surrounding China?</p>

					<p>What is the weather like at a place near the Equator?</p> <p>What is the weather like at a place near the North or South Pole?</p> <p>How does the seasonal weather in the United Kingdom compare with that at the Equator and the North and South Poles? I can use maps and atlases.</p> <p>I can locate land and sea on maps</p>	
History	<p>Toys from the past.</p> <p>*Can they recognise the distinction between past and present?</p> <p>*Can they ask questions to a visitor (grandparent) to find 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</p>	<p>History of the Great Fire of London – NC Aims:</p> <p>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>*Events beyond living memory that are significant nationally or globally</p> <p><i>*Can they sequence a set of events and facts in chronological order and give reasons for their order?</i></p> <p><i>*Can they use sources such as videos, pictures and written sources to ask & answer questions about the past?</i></p> <p><i>*Do they know and understand the key features of the Great Fire of London.</i></p>	<p>Significant Explorers.</p> <p>*order reasons (in order of importance) as to why people might be considered to be significant.</p> <p>* compare the ways in which we can find out about the recent past and also about explorers from long ago.</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>Changes within living memory:</p> <p>* Timeline of growth from baby to now</p> <p>* Family trees</p> <p><i>* understand the difference between the present and the past (initially focusing on the past in relation to their own life)</i></p> <p><i>* 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.</i></p> <p><i>* 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</i></p>	<p>Significant Individual: Florence Nightingale</p> <p>*Can they identify the period of time in Britain that Queen 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</p>	<p>Changes in seaside resorts.</p> <p><i>understand the difference between the present and the past (initially focusing on the past in relation to their own life)</i></p> <p><i>* 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.</i></p> <p><i>* 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.</i></p> <p><i>*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</i></p>

	<p>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>*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>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>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>	
DT	Create and design a bridge using different materials.	Design and create a house from Pudding Lane.	Create a fruit kebab (http://www.foodafactoflife.org.uk/Index.aspx) Linked to Significant Explorers making a healthy snack.		Textiles – felt flowers	Design and Create a moving vehicle.
Art			Animal Collages – using Jamil’s Clever Cat as inspiration.	Environmental Art inspired by Andy Goldsworthy. Collect natural objects, arrange and draw them in different shapes – experiment with different shapes	Kandinsky – artist focus.	