Year B Plan – Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Amazing Animals	Celebrations	Wonderful Weather	Spectacular Space	Why does Peter Rabbit love England?	Under the sea
Memorable experience	Visit to Lakeland wildlife Oasis	Diwali – November		Space Day	Visit to Brockhole Kenya Day	Picnic and afternoon at the beach
Home learning project						
English	**Narrative** Literacy Tree – Cave Baby Setting description **Non-Fiction** Minibeasts talk for writing	**Narrative** Traditional Tales and Fables. **Non – Fiction** Main Text: Not a stick (Hamilton) **(Yr1 – It is not a stick it is…)**	**Narrative** The odd egg – Literacy Tree **Non – Fiction** Cleaner world	**Narrative:** Main Text: Beegu Outcome 1: Write a postcard to Beegu. Outcome 2: Innovated story of Beegu **Non – Fiction** Non – chronological report based on space/ focussed planet.	**Narrative:** Main Text: Peter Rabbit Outcome 1: Character description of Peter Rabbit. Outcome 2: Diary in the role of Peter Rabbit. Hamilton Unit Set A Spring Term Fiction.	**Narrative:** Main Text: Sharing a shell and Billy's Bucket. Outcome 1: Animal poem Outcome 2: Animal story – inspired by sharing a shell.
Grammar						
Phonics	No none sense phonics					
Maths	**Place Value** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number identify and represent numbers using objects and pictorial representations	**Place Value** Y1: Addition and Subtraction represent and use number bonds and related subtraction facts within 20. add and subtract one-digit and two-digit	**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]	**Multiplication and Division** count in multiples of twos, fives and tens. count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward solve problems involving multiplication and division, using materials, arrays,	**Time** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. recognise and use language relating to dates, including days of the week, weeks, months and years	**Consolidation of the four operations.** **Position, Direction and Pattern.** describe position, direction and movement, including half, quarter and

	including the number line *Recognise and create repeating patterns with numbers, objects and shapes.* *Find 1 or 10 more or less than a given number. Describe and extend simple sequences involving counting on or back in different steps.* **identify, represent and estimate numbers using different representations, including the number line** *Partition numbers in different ways (eg 23 = 20 + 3 and 23 equals 10 + 13)* **Addition and Subtraction** represent and use number bonds and related subtraction facts within 20. add and subtract one-digit and two-digit numbers to 20, including zero.	numbers to 20, including zero. **Y2: Multiplication and Division** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers *Derive and use doubles of simple 2 digit numbers (numbers in which the ones total less than 10)* *Derive and use halves of simple 2 digit even numbers (numbers in which the tens are even)* **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	**Y2: Capacity, Volume, Mass and Temperature** compare and order lengths, mass, volume/capacity and record the results using >, < and = choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	repeated addition, mental methods, and multiplication and division facts, including problems in contexts. *Understand division as sharing and grouping and that a division calculation can have a remainder.* **Fractions** recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity *Understand that a fraction can describe part of a whole* *Understand that a unit fraction represents one equal part of a whole.* *Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the*	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. know the number of minutes in an hour and the number of hours in a day. **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 identify and represent numbers using objects and pictorial representations including the number line **Y2 Place Value** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward *Describe and extend simple sequences*	three-quarter turns. *Recognise and create repeating patterns with objects and shapes.* 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) order and arrange combinations of mathematical objects in patterns and sequences **Statistics** Sort objects, numbers and

	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers	cubes), pyramids and spheres]. identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 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]		*number line (in steps of ½ and ¼.* recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity. *Understand and use the term numerator and denominator* *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.* **Length and Height** *Understand and use language to compare the length/width of two objects* compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]	*involving counting on or back in different steps.* compare and order numbers from 0 up to 100; use <, > and = signs **Money** recognise and know the value of different denominations of coins and notes recognise and use symbols for pounds (£) and pence (p)**;** combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	shapes to a given criterion and their own. Present and interpret data in bock diagrams using practical equipment. Ask and answer simple questions by counting the number of objects in each category Ask and answer questions by comparing categorical data interpret and construct simple pictograms, tally charts, block diagrams and simple tables Compare and sort *objects, numbers and* common 2d and 3d shapes and every day objects. ask and answer simple questions by counting the number of objects in each category and sorting the

				Understand and use language to compare the height of two objects compare and order lengths, and record the results using >, < and =		categories by quantity ask and answer questions about totalling and comparing categorical data
Science	**Animals including Humans** ▪ Identify and name a variety of common 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 mammals, and including pets). ▪ Find out and describe how animals look different to one another. ▪ Group together animals according to their different features. ▪ Recognise similarities between animals: – Structure: head, body, way of moving, senses, body covering, tail. ▪ Animals have senses to explore the world around them and to help them to survive. ▪ Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.	**Materials:** ▪ Distinguish between an object and the material from which it is made. ▪ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. ▪ Describe the simple physical properties of a variety of everyday materials. ▪ Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Notes and Guidance (non-statutory):** Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque and transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of	**Seasonal changes** observe changes; observe/describe weather/day length. Y1: observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies Y2: observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	**Keeping Healthy** ▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ Recognise that humans are animals. ▪ Compare and describe differences in their own features (eye, hair, skin colour, etc.). ▪ Recognise that humans have many similarities. **Notes and Guidance (non-statutory):** Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. **Pupils might work scientifically by using their observations to:** ▪ Compare and contrast animals (humans) at first hand or through videos and photographs.	**Plants:** **Y1:** Scientific Knowledge: • Children can describe some of the features of seeds and plants. They can begin to make comparisons of different plants and seeds. • Children can identify, name and begin to describe the basic structure of a variety of common flowering plants. • Children identify and name a variety of common wild and garden plants. • Children identify and name a variety of deciduous and evergreen trees. They identify, name and describe the basic parts of a tree. • Children identify and name a variety of fruit and vegetable plants. They identify and describe the basic structure of a variety of common plants. • Children can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Working Scientifically Children can make careful	**Living things and their habitats:** Say what is different about things that are living, dead or have never been alive. • Identify some of the plants and animals in a familiar habitat. • Sort objects into categories. • Find microhabitats. • Describe the conditions in a habitat. • Ask questions about different habitats. • Describe the characteristics of some plants and animals. • Name some sources of food. • Identify a variety of plants and animals in a range of habitats. • Choose their own objects to go into given categories. • Use information they have gathered to suggest an

	▪ Animals are alive; they move, feed, grow, use their senses and reproduce. **Notes and Guidance (non-statutory):** Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. **Pupils might work scientifically by using their observations to:** ▪ Compare and contrast animals at first hand or through videos and photographs. ▪ Describing how they identify and group them. ▪ Grouping animals according to what they eat. ▪ Using their senses. ▪ Notice that animals, have offspring which grow into adults. ▪ Find out about and describe the basic needs of animals, for survival (water, food and air). **Pupils might work scientifically by:** ▪ Observing, through video or first-hand observation and measurement, how different animals grow;	study, but including for example: brick, paper, fabrics, elastic, foil. **Pupils might work scientifically by:** ▪ performing simple tests to explore questions, for example: – 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' ▪ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ▪ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. ▪ Some materials can be found naturally; others have to be made **Notes and Guidance (non-statutory):** Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from		▪ Using their senses to compare different textures, sounds and smells. ▪ Notice that humans, have offspring which grow into adults. ▪ Find out about and describe the basic needs of humans, for survival (water, food and air). ▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ▪ Medicines can be useful when we are ill. ▪ Medicines can be harmful if not used properly. **Pupils might work scientifically by:** ▪ Observing, through video or first-hand observation and measurement, how humans grow. ▪ Recording their findings using charts. ▪ Asking questions about what things animals [humans]. need for survival and what humans need to stay healthy. ▪ Suggesting ways to find answers to their questions.	observations, sometimes using equipment to help them, of seeds and plants. They can explore the world around them, leading them to ask some simple scientific questions about how and why things happen. Children can make close observations of plants. Children can observe the natural world around them. Children can observe closely. They can identify, classify and sort plants from their observations. They begin to explain their choices using simple scientific language. Children can identify similarities and differences between plants and begin to sort them according to a given criteria. Y2: Scientific Knowledge: • Children can suggest what they think a plant needs to grow and stay healthy. • Children can dissect and observe a seed, explaining which parts will grow into a plant and which part is its food. • Children can order the life cycle of a plant and begin to explain what happens at each stage. • Children explain that plants need water, light and a suitable temperature to grow and stay healthy. • Children begin to explain what happens if a plant does not get everything it needs.	answer to a question. • Suggest why the plants in a habitat need the animals • Explain some of the life processes. • Ask questions to decide if a thing is living, dead or has never been alive. • Identify some plants and animals in global habitats. • Draw a map of a local habitat. • Sort objects into categories and give reasons for their choices. • Identify and name minibeasts in microhabitats. • Gather and record information. • Suggest how an animal is able to survive in their habitat. • Answer questions about habitats they have researched. • Explain why the animals in a habitat need the plants. • Draw a simple food chain.

	▪ Asking questions about what things animals need for survival suggesting ways to find answers to their questions.	glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials; for example, John Dunlop, Charles Macintosh or John McAdam. **Pupils might work scientifically by:** ▪ Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); ▪ Identifying and classifying the uses of different materials, and recording their observations. ▪ Thinking about unusual and creative uses for everyday materials.			• Children find out and describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy. They understand how some plants are suited to their habitats. Working Scientifically: • Children can begin to recognise ways in which they might answer scientific questions. They can carry out simple practical tests, using simple equipment. • Children observe the natural world around them. • Children can notice links between cause and effect and talk about their findings to a variety of audiences in a variety of ways. • Children can use simple features to compare living things.	
Computing	**Computer skills**	**Computer Art**	**Presentation Skills**	**Programming toys**	**Programming with Scratch**	**Digital photography**
PE	Games and Fundamental Skills	Gymnastics Dance – Christmas Production Dance	Gymnastics Indoor athletics	Indoor health and fitness Dance	Orienteering Multi Skills	Athletics Football rounders Sports Day
RE	**1.1 Harvest Festival –** Why do Christians celebrate harvest?	**1.3 Christmas:** Why do we give and receive gifts? Hinduism Islam	**2.1 The Bible:** Why is the Bible such a special book? Do people of all world faiths have	**2.4 Easter:** How do Symbols help us understand the Easter story?	**2.5 The Church:** Why is the church a special place for Christians? Why are	**2.6 Ascension and Pentecost:** What happened at

	Sukkah – Jewish Festival **1.9 My world Jesus world** How is the place where Jesus lived different from how we live now? Link to Judaism		holy books? Link to other faiths such as Islam Judaism Sikhism		holy buildings important to people of faith? Hinduism Islam Judaism	the Ascension and Pentecost?
PSHE	**Team**.	**Respecting Rights**	**Aiming High**	**One world**	**Be Yourself**	**It's my body**
Music	**Chranaga Unit**	**Christmas Production**	**Chranga Unit**	**Chranaga Unit**	**Chranaga unit**	**Chranaga Unit**
Geography	**Hot and cold areas:** Locating them on a map Learning about the poles and the animals that live there Hot and cold places • Where in the world would we find the Equator, North Pole and South Pole? • Can we identify on a map of the world the positions of the Equator, North and South Poles? • Can we list the countries that the Equator passes through? • What is the weather like at a place near the Equator? • What is the weather like at a place near the North or South Pole? • How does the seasonal weather in the United Kingdom compare with that at the Equator and the	**Let's go to China:**	**Seasonal patterns and changes/Wonderful Weather:** • Can we name the four seasons in sequence that occur in the United Kingdom? • How does the weather change as we move through the seasons in the United Kingdom? • Is the weather identical across all parts of the United Kingdom? • What is a weather forecast and how can it be helpful to us? • How can we record the weather in our school grounds? Can we notice differences in weather recordings in different parts of our school grounds?	**Our Local Area:**	**Map Skills and Compare Lake District to Kenya – Sensational Safari**: Use a map to plan a route. Locating Lake District on a map – physical and human features. Compare Lake District to Kenya – climate, transport, food, school, houses.	**Seaside:** Physical and human features of the seaside

	North and South Poles?					
History	**History of Significant People – Hamilton**	**Celebrations through History**	**History of Kings and Queens**	**History of space travel** Significant Person: Neil Armstrong. First person to land on the moon.	**History of Lake District and Beatrix Potter** Local Area Significant Person: Beatrix Potter.	**History of the seaside** Compare how they have changed from the Victorian times to now.
DT	**Moving parts** Moving animal across a painting.		**Sensational salads** – create a healthy salad for Harry Kane – link to Science healthy eating	**Moon Vehicle** – axels and wheels.	**Textiles – make a Peter Rabbit Glove Puppet**	
Art & Design	**Self Portraits**	**Fabricate**	**Painting** Martin Bullinya – African Landscapes			**Natural Sculptures**: Using things found from the seaside.