



Long Term Plan Two Year Rolling Programme

Year One Slytherin

Mrs Ford

| Y1/2 | Autumn | Spring | Summer |
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| Year A 2021-2022 2023-2024 2025-2026 | Memory Box/Our School/Victorians | Bright Lights, Big Cities (UK – London, Scotland, Wales) | Dinosaur Planet / The Enchanted Woodland |
| Year B 2022-2023 2024-2025 2026-2027 | Travels with my suitcase (could include aspects of Paws, Claws and Whiskers) | Movers and Shakers (eg) Moon Zoom Superheroes | Land Ahoy/Coastline/Seaside |

Year 1 Year A Slytherin

Year 2021-2022, 2023-2024, 2025-2026.

| | Autumn | Spring | Summer |
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| Topic – History and Geography | <p>Obj: Changes within living memory (where appropriate , these should be used to reveal aspects of change in national life)</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • 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. • 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. • Use basic geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, | <p>Obj: Changes within living memory (where appropriate , these should be used to reveal aspects of change in national life) (2022)</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. (eg Fire of London) • 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. • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • Use world maps, atlases and globe to identify UK countries and countries, continents and oceans studied at this key stage | <p>Obj: • The lives of significant individuals in the past who have contributed to national and international achievements (eg Mary Fanning , Rowena Cade)</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather Key human features including city, town, village, factory, farm, house, office, port, harbour and shop • Use world maps, atlases and globe to identify UK countries and countries, continents and oceans studied at this key stage |

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|---------------------------|---|---|--|---|---|---|--|-----------------------|
| | hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather Key human features including city, town, village, factory, farm, house, office, port, harbour and shop eg Memory Box/Our School/Victorians 'What happened before I was born?' | | | Eg Bright Lights, Big Cities (UK – London, Scotland, Wales) Platinum Jubilee 2022 'Where do we live?' | | Eg Dinosaur Planet, The Enchanted Woodland 'What is around us?' | | |
| Books | Whiffy Wilson: The wolf who wouldn't go to school, Owl Babies | | | Katie in London, Katie Morag books, Puss in Boots | | Traction Man is Here Where the Wild things are Mary Anning's Fossil Hansel and Gretel Stick Man (Julia Donaldson) | | |
| Science | Everyday Materials | | | Plants | | Year 2 Living Things and their Habitats | | |
| D & T | Mechanics | | | Construction | | Textiles: Eg Make a sock dinosaur Working with natural materials (Andy Goldsworthy) | | |
| Art | See progression goals Portraits | | | | | Dinosaur eggs or dinosaur eyes from clay | | |
| PE | Dance | | Ball and Racket | Gym | Net and Wall | | Athletics | Sending and Receiving |
| RE | Harvest: a time for recognising trees as a symbol of creation | What do Christians believe God is like? | Why does Christmas matter to Christians? (3 hrs) | Who is Jewish and how do they live? (9 lessons) | Why does Easter matter to Christians? (3 lessons) | What makes some places sacred to believers? | How should we care for others and for the world, and why does it matter? | |
| ICT | Beebots, Tux Paint | | | Beebots Use simple databases to show information. | | Scratch or other simple coding | | |
| MFL | Greetings and numbers to 5 | | | Greetings and numbers to 5 | | Colours | | |
| Music | Take part in singing, control long and short sounds, imitate changes in pitch | | | Create long, short sounds, create short, rhythmic phrases | | Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. | | |
| PSHE | What makes a good friend? | What is a bullying? | | What jobs do people do? | What helps us to stay safe? | What helps us grow and stay healthy? | How do we recognise our feelings? | |
| Memorable Experience/Trip | Dean Heritage Centre, St Fagan's | | | Jubilee Tea party | | Puzzlewood, Nature in Art, | | |

| | Autumn | | | Spring | | Summer | | |
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| Topic – History and Geography | <p>Obj: • Name and locate the words seven continents and five oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. • identify seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and North/South Poles • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • Use world maps, atlases and globe to identify UK countries and countries, continents and oceans studied at this key stage <p>Eg Travels with my suitcase/Paws, Claws and Whiskers</p> | | | <p>Obj: Changes within living memory (where appropriate , these should be used to reveal aspects of change in national life)</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. <p>Eg: Movers and Shakers, Moon Zoom, Superheroes</p> | | <p>Obj: • The lives of significant individuals in the past who have contributed to national and international achievements. (eg Grace Darling)</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and North/South Poles • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • Use world maps, atlases and globe to identify UK countries and countries, continents and oceans studied at this key stage <p>Eg Land Ahoy/Coastline/Seaside</p> | | |
| Books | Wombat Goes Walkabout, Meerkat Mail | | | Look Up, How to Catch a Star, Counting on Katherine, Man on the Moon, Beegu Little People, Big Dreams | | The Lighthouse Keeper’s Lunch, The Snail and the Whale, The Tiddler, Sally and the Limpet, Katie Morag and the New Pier, Grace Darling (Anita Ganeri) | | |
| Science | Animals including Humans | | | Year 2 Uses of everyday materials | | Year 2 Plants | | |
| D & T | Design and make, products that have a clear purpose, refine design as work progresses | | | Food – cut, peel or grate ingredients, measure or weigh using measuring cups, assemble or cook ingredients | | Constuction: Make lighthouses (build structures, exploring how they can be made stronger, stiffer and more stable) | | |
| Art | See progressions goals Portraits | | | | | | | |
| PE | Dance | | Fitness | Gym | Target Games | | Athletics | Striking and Fielding |
| RE | Harvest: a time for giving thanks | Who do Christians say made | Why does Christmas matter to Christians? (3 hours) | Who is a Muslim and | Why does Easter matter to Christians? (3 lessons) | | What is the ‘good news’ | What does it mean to belong to a faith community? |

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| | | the world? (6 lessons) | | how do they live? (9 lessons) | | Christians believe Jesus brings? | |
| ICT | Beebots, Tux Paint | | Beebots Use simple databases to show information. | | Scratch or other simple coding | | |
| MFL not statutory | Greetings and numbers to 10 | | Greetings and numbers to 10 | | Colours | | |
| Music | Follow instructions on how and when to sing or play an instrument. | | Choose sounds to create an effect | | Sea Shanties | | |
| PSHE | What is the same and different about us? | What is special to us? | What helps us stay healthy? | What can we do with money? | Who can help us keep safe? | How can we look after each other around the world? | |
| Memorable Experience/Trip | Trip to Bristol Zoo/Noah's Ark Farm Park | | Visitor day – fire engine, paramedic, guide dog | | Seaside day at school, ice cream van visit. Trip to the Beach | | |

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| History KS1 | |
| <ul style="list-style-type: none"> Changes within living memory (where appropriate , these should be used to reveal aspects of change in national life) | <p>Moon Zoom (Space Race/Moon Landing/Mars Rover) Memory Box/School Days</p> |
| <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. | <p>Bright Lights, Big Cities (Fire of London)</p> |
| <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. | <p>Moon Zoom (Neil Armstrong, Tim Peake, Katherine Johnsons, Mae Jemison) Superheroes (Florence Nightingale, Mary Seacole) Land Ahoy/Coastlines (Cook, pirates, Grace Darling..) Dinosaur Planet (Mary Anning)</p> |
| <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. | <p>Significant events such as Olympics, Jubilee, World Cup</p> |

| Geography KS1 | |
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| <ul style="list-style-type: none"> Name and locate the words seven continents and five oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas | Travels with my suitcase Bright Lights, Big Cities |
| <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. | Travels with my suitcase |
| <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and North/South Poles | Moon Zoom (Neil Armstrong, Tim Peake, Katherine Johnsons, Mae Jemison) Superheroes (Florence Nightingale, Mary Seacole) Travels with my suitcase |
| <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather Key human features including city, town, village, factory, farm, house, office, port, harbour and shop | Land Ahoy (sea, ocean) Dinosaur Planet Travels with my suitcase Memory Box/School Days |
| <ul style="list-style-type: none"> Use world maps, atlases and globe to identify UK countries and countries, continents and oceans studied at this key stage | Land ahoy Bright Lights, Big Cities Travels with my suitcase/Paws, Claws and Whiskers |
| <ul style="list-style-type: none"> Use simple compass directions and locational and directional language to describe the location of features and routes on a map. | Bright Lights, Big Cities Travels with my suitcase |
| <ul style="list-style-type: none"> 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. | Bright Lights, Big Cities Dinosaur Planet/Enchanted Woodland |
| <ul style="list-style-type: none"> 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. | Memory box, School Days |

Art KS1

Use Progression Goals when linking art activity to ensure progression and development of skills

Computing KS1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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

- Beebots
- Beebots
- Beebots
- Paint programs such as Tux
-
- Internet safety

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Stop animation
Online safety
Scratch or other coding
Powerpoints
Databases (eg top trumps)

Research and presentation skills (using search engines effectively and presenting work clearly)

Code making and code breaking

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| <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | |
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| <p>Music</p> | |
| <p>Key stage 1 Pupils should be taught to: ♣ 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 dimensions of music.</p> | <p>Gloucestershire Music – Percussion Sing a range of songs related to topics, seasons and celebrations Opportunity for children to experiment with and make percussive instruments Listen to a range of music related to topics.</p> |

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| <p>Science KS1</p> | |
| <ul style="list-style-type: none"> • Year 1 Plants • Pupils should be taught to: ♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ♣ identify and describe the basic | <p>Memory Box</p> |

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| <p>structure of a variety of common flowering plants, including trees.</p> | |
| <ul style="list-style-type: none"> • Year 1 Animals, including humans • Pupils should be taught to: ♣ 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, including pets) ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | <p>Paws, Claws and Whiskers/ Travels with my suitcase</p> |
| <ul style="list-style-type: none"> • Year 1 Everyday materials • Pupils should be taught to: ♣ 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. | <p>Bright Lights, Big City</p> |
| <ul style="list-style-type: none"> • Year 1 Seasonal changes • Pupils should be taught to: ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies. | <p>Memory Box</p> |
| <ul style="list-style-type: none"> • Year 2 Living things and their habitats • Pupils should be taught to: ♣ explore and compare the differences between things that are living, dead, and things that 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, and how they depend on each other ♣ identify and name a variety of plants and animals in their habitats, including microhabitats ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple | <p>Dinosaur Planet</p> |

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| <p>food chain, and identify and name different sources of food.</p> | |
| <ul style="list-style-type: none"> • Year 2 Plants • Pupils should be taught to: ♣ observe and describe how seeds and bulbs grow into mature plants ♣ find out and describe how plants need water, light and a suitable • temperature to grow and stay healthy | <p>Land Ahoy/Coastline/Seaside</p> |
| <ul style="list-style-type: none"> • Year 2 Animals, including humans • Pupils should be taught to: ♣ notice that animals, including humans, have offspring which grow into adults ♣ find out about and describe the basic needs of animals, including 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. | <p>Land Ahoy/Coastline/Seaside</p> |
| <ul style="list-style-type: none"> • Year 2 Uses of everyday materials • Pupils should be taught to: ♣ 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. | <p>Movers and Shakers</p> |