

Elvington CE Primary School Long Term Curriculum Plan: Y1/2

Cycle A: (2016-17)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Goldilocks and the Three Bears	Term 2: Going on safari	Term 3: Super Swimmers
<p>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 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p>use technology safely and respectfully, 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>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> <p>SC1</p> <p>observe changes across the four seasons</p> <p>distinguish between an object and the</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage name and locate the world's seven continents and five oceans</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>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>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>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>SC1</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>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>to use a range of materials creatively to design and make products</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>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>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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>SC1</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</p>

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<p>material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <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 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns</p>		<p>observe and describe weather associated with the seasons and how day length varies. Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns</p>	<p>simple physical properties. y2 notice that animals, including humans, have offspring which grow into adults</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns</p>
Super Start	Teddy's Day at School	Animal Activities-	Watery animals activity day
Fantastic Finish	Teddy Bears Picnic	A journey around the World Day	Pirate Day
Opportunities for trips/visitors:	Toy museum/Castle Museum panto	Flamingo Land visit	Sea side visit

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Term 1: Super Heroes	Term 2 Kings, Queens & Castles	Term 3: Under The Stones/Jack & the Beanstalk
<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>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>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>recognise common uses of information technology beyond school</p> <p>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> <p>SC Y21</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air</p> <p>listen with concentration and understanding to a range of high-quality live and recorded</p>	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>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>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>SC1</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</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>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>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>to use a range of materials creatively to design and make products</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups & where appropriate, information & communication technology.</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p> <p>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>es from.</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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 omnivore</p> <p>identify and name a variety of common wild and garden plants, including</p>

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<p>music</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns</p>		<p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns</p>	<p>deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.s SC1</p> <p>observe changes across the four seasons y2</p> <p>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.</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns</p>
Super Start	Come dressed as a super hero	Come as a royal	Mini beast safari
Fantastic Finish	Role play a situation!	A royal banquet	Treasure Hunt
Opportunities for trips/ visitors:	Firemen, police man,paramedics/panto	Visit to a Castle	Tropical world/ Lotherton Hall/Beningbrough Hall