

Reception/Year 1/Year 2 Long Term Plan 2021-2022

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Texts/ Story</b> Various texts from the 'Storytime Phonics' scheme, plus...	'Can I Build Another Me?' by Shinsuke Yoshitake 'Tuesday' by David Wiesner 'The Three Little Pigs and the Big Bad Book' by Lucy Rowland 'Stories Jesus Told' by Nick Butterworth 'Handa's Surprise' by Eileen Browne	'Firework Night' by Andrew Collett 'Guy Fawkes For Kids: The Gunpowder Plot of 1605' by Andrew Thompson 'The First Christmas' by Jan Pienkowski	'The Tiger Who Came to Tea' by Judith Kerr 'Who eats what?' by Patricia Lauber 'Planes: From the Wright Brothers to the Supersonic Jet' by Jan Van Der Veken	'Wombat Goes Walkabout' by Michael Morpurgo 'The Children's Book of Being Healthy' by Jo Stimpson 'Which Food Will You Choose?' by Claire Potter 'Burpee Bears' by Joe Wicks	'George and Flora's Secret Garden' by Dr Jo Elworthy 'The Lighthouse Keeper's Lunch' by Ronda Armitage & David Armitage 'At the Beach' by Roland Harvey	'Seaside Poems' by Jill Bennett 'National Trust: A Nature Poem for Every Day of the Year' by Fiona Waters 'Lifeboat Crew Member' by Rebecca Hunter 'The Very Hungry Caterpillar' by Eric Carle
<b>English</b>	<b>Non Fiction:</b> Lists, labels, captions and sentences about me and my family, recounts  <b>Fiction:</b> Twisted traditional tale - The Three Little Pigs.	<b>Poetry:</b> List poems inspired by fireworks  <b>Fiction:</b> The Nativity story  <b>Non-Fiction:</b> Letters to Father Christmas	<b>Non Fiction -</b> non-chronological report about Big Cats of Africa  <b>Poetry:</b> shape poems about predators	<b>Non-fiction:</b> Reports/leaflets about a hot country  <b>Fiction:</b> adventure narrative inspired by 'Wombat Goes Walkabout'	<b>Fiction:</b> Myths, based on the short film 'Song of the Sea'  <b>Non-Fiction:</b> Instructions about how to care for plants	<b>Non-Fiction:</b> recount of a day out, a biography of Henry Blogg  <b>Poetry:</b> summer rhyming poems and performance poems
<b>Phonics</b>	Yr R: Phase 2&3 Yr1: Phase 5 Yr2: recap Phase 5, address gaps		Yr R: Phases 3&4 Yr1:Phase 5 & extensions Yr2: Phases 5 & 6		Children spend time mastering their skills, deeper learning applying all sounds and CE/HF words independently. Repeat plans as necessary, extending and consolidating. Emphasis on incorporating grammar and punctuation has been included within the extension activities.	
<b>Maths</b>	Number, Place value, Addition and subtraction.	Shapes, Place value, Multiplication & Division, Proportionality Time	Addition & Subtraction Position & Direction, Place Value, Multiplication & Division,	Proportionality, Money, Algebra, Addition & Subtraction Statistics	Addition & Subtraction, Multiplication & Division, Shape, Position & Direction	Place Value, Proportionality, Measurement, 4 Operations
<b>Science</b>	<b>Uses of Everyday Materials</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats</b>	<b>Animals including humans</b>	<b>Plants</b>  Describe how plants need water, light and a	<b>Animals including humans</b>

	Identify and compare the suitability of a variety of everyday materials	Living, dead, and things that have never been alive. Identify and describe different habitats	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Discover how humans eat well and exercise to stay healthy	suitable temperature to grow and stay healthy	Life cycles of animals and humans
RE	<b>Human/Social Science</b>  What do Christians believe God is like?  <b>Christian</b>	<b>Theology</b>  What does the nativity story teach Christians about Jesus?  <b>Christian</b>	<b>Human/Social Science</b>  How did the universe come to be?  <b>Hinduism</b>	<b>Theology</b>  Why is light an important symbol for Christians, Jews and Hindus?  <b>Christian, Jewish, Hinduism</b>	<b>Philosophy</b>  Why do people have different views about the idea of God?  <b>Multi/Humanist</b>	<b>Philosophy/Theology</b>  What is a miracle?  <b>Christian</b>
History	<b><u>Changes within living memory.</u></b>  What was my parents' childhood like?  What is a timeline? When was I born? When were my parents born? How was their childhood different to mine?	<b><u>The lives of significant individuals in the past who have contributed to national achievements.</u></b>  <b>Guy Fawkes</b>  When is Bonfire night? Who is Guy Fawkes? What happened as a result of Guy Fawkes' actions?	<b><u>The lives of significant individuals in the past who have contributed to international achievements</u></b>  <b>Aviation &amp; The Wright Brothers</b>  What do inventors do? When was the first aeroplane flight, how were they inspired? What changes has this invention made to our world?	<b><u>Identify similarities and differences between ways of life in different periods</u></b>  Changes in food from the past.  Can you describe the similarities about food from now and 100 years ago? Can you describe how food has changed over the past 100 years?	<b><u>Changes within living memory, used to reveal aspects of change in national life</u></b>  <b>Seaside holidays through time</b>  What is it like to go to the seaside in the present day? What was it like to go on a seaside holiday in the past? What things would you do or see? Can you compare and contrast what it is like at the seaside now and in the past?	<b><u>Significant historical events/people/places in their own locality</u></b>  <b>Significant Local hero : Henry Blogg of the RNLI</b>  Who was Henry Blogg? What did he do to make him famous? Why do we remember him? How is he significant locally?  TEXT: 'Last Stop on Market Street' by Matt de la Peña and Christian Robinson
Geography	<b>Locational Knowledge:</b>	<b>How are places in the world different?</b>	<b>What are the 7 continents and 5 oceans of the world?</b>	<b>How are places in the world different?</b>	<b>What is our coast like?</b>	<b>How is Cromer beach different from North Elmham?</b>

	What are the 4 countries in the UK called? What ways do people living in Scotland, Wales, England, N.Ireland celebrate? What are the capital cities and the surrounding seas? Contrast with European country	Human & Physical features Contrast a non-european location (e.g. Bethlehem) with an area of the UK	Human and physical Geography Use world maps, atlases and globes to identify and name 7 continents and surrounding oceans.	Human and physical Geography The location of hot areas of the world in relation to the Equator. Compare and contrast hot and cold countries	Human and Physical Features Name and describe human and physical coastal / seaside features and apply this to our own locality.	Geographical Skills and Fieldwork  Use coastal aerial photographs to recognise landmarks and human and physical features
<b>Art</b>	<b>Printing</b>  How can you make a picture in the style of Guiseppe Arcimboldo (printing)?  Techniques/ materials: Printing and sketching	<b>Drawing</b>  What types of lines can we use to create Autumn sketches?  Techniques/ materials: exploring different types of shapes and lines, shading, smudged line, sketching, drawing, pencil, crayons, charcoal.	<b>Painting</b>  What techniques can I use to paint like Van Gogh or Peter Thorne?  Techniques/ materials: Space, paint, colour mixing	<b>Mixed-media</b>  How Can I use collage to create artwork inspired by famous artists?  Techniques/ materials: collage	<b>Sculpture</b>  Can I create an abstract sculpture of a human or animal form?  Techniques/ materials: : Clay, sculpture	<b>Drawing</b>  Can I create my own representation of Piet Mondrian artwork?  Techniques/ materials: Shape and Line. Pencil, charcoal, pastel, crayon.
<b>DT</b>	<b>Constructions</b>  Can I make a model house?  Assemble, join and combine materials in order to make a junk model house.	<b>Textiles</b>  Can we make a Christmas stocking?  Using basic sewing techniques to join textiles	<b>Constructions</b>  Can it fly? Making and testing our own aeroplanes	<b>Cooking</b>  Can I prepare some healthy snacks? Use a basic principle of a healthy and varied diet to prepare dishes.	<b>Structures</b>  Can I build a lighthouse structure? Exploring how they can be made stronger, stiffer and more stable.	<b>Mechanisms</b>  Can I make a moving picture of the seaside?  Using paper, paper fasteners and card, explore making sliders, levers and pivots and wheel mechanisms.
<b>PSHE</b>	<b>New Beginnings</b>	<b>Good to be me</b>	<b>Relationships</b>	<b>Getting on and Falling out</b>	<b>Going for Goals Looking Forward</b>	<b>Changes Ready steady go</b>

	Our Happy School Nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.	Healthy body Healthy minds  Developing personal responsibility and teamwork.	Focus on relationships with friends. Recognise one's own and others feelings	Learning to consider others feelings. Give and receive compliments.	Discuss different things children enjoy and how they like to learn. Explore jobs people do, with a focus on goal setting.	Children begin to explore everyday changes and their feelings about them. View change positively.
<b>Music</b>	<b>Hands, Feet, Heart</b>  Style: South African styles  PITCH: Controlling sounds through singing and playing (Play and Perform)  Use voice expressively Play tuned and untuned instruments Rehearse and perform with others	<b>Ho, Ho, Ho</b>  Style: Christmas, big band, motown, elvis, freedom songs  Beat and Rhythm: Controlling tempo through singing and playing (Play and Perform)	<b>I Wanna Play in a Band</b>  Style: Rock  Create musical patterns Repeat short rhythmic and melodic patterns. Explore, choose and organise sounds and musical ideas	<b>Friendship Song</b>  Explore and Express ideas and feelings about music using movement, dance and expressive and musical language To respond to different moods in music and explain thinking about changes in sound.	<b>Zootime</b>  Style: Reggae  To listen with concentration and recall sounds within increasing aural memory To identify and recognise repeated patterns and follow a wider range of musical instruments.	<b>Reflect, Rewind and Replay</b>  Style: Western Classical Music  To understand that sounds can be made in different ways and described using given and invented signs and symbols. To confidently represent sounds with a range of symbols, shapes or marks.
<b>Computing</b>	<b>E-Safety/Multimedia</b>  How does my password protect my information? How do I create documents and add text and images?	<b>Data Handling</b>  How can I use tools, such as a microscope, to capture and save images? How can I collect information/data and use it to generate charts?	<b>Multimedia</b>  Can I use a 'paint' programme to use a variety of tools and effects? Can I make an electronic book?	<b>Technology in our lives</b>  What sources of information do people use and what are the differences? What is the internet? What is its purpose and uses?	<b>Programming</b>  Can I follow and give clear instructions (using 'forward, backward, turn - right angle')? Can I articulate an algorithm to achieve a purpose?	<b>Programming</b>  What happens when I give a simple logo programme instructions? Can I debug to solve a problem? Can I predict what will happen and test results?
<b>PE</b>  <b>Premier Sport to cover these at North Elmham</b>	<b>Games:</b> To hit a ball with a bat. To practise basic striking, sending and receiving. To throw in different ways	<b>Dance:</b> To copy dance moves To make up a short dance. To dance imaginatively.	<b>Gymnastics:</b> To make body tense and relaxed, curled and stretched. To control my body when travelling.	<b>Dance:</b> Copies and explores basic moves and body patterns Remembers simple movements and dance steps	<b>Games (throwing and catching field games):</b> To use throwing and catching skills in a game.	<b>Athletics:</b> To use varying speeds when running. To explore different methods of throwing. To practise short distance running.

<p><b>(Linked to Year 1 and Year 2)</b></p>	<p>to use hitting, kicking and/or rolling in a game. to follow rules.</p> <p><b>Health and fitness:</b> I can describe how my body feels before, during and after an activity.</p>	<p>to change rhythm, speed, level and direction</p> <p><b>Acquiring and developing skills:</b> I can copy actions. I can repeat actions and skills</p>	<p>To control my body when balancing. to climb safely to plan and show a sequence of movements.</p> <p><b>Acquiring and developing skills:</b> I can move with control and care. I can copy and remember actions</p>	<p>Links movements to sounds and music. Responds to range of stimuli.</p> <p><b>Evaluating and improving:</b> I can talk about what I have done. I can describe what other people did.</p>	<p>To practise accuracy of throwing and consistent catching. To strike with a racket or bat. To play a game fairly and in a sporting manner. To use fielding skills to play a game.</p> <p><b>Health and fitness:</b> I can show how to exercise safely. To explain the importance of exercise and a healthy lifestyle.</p>	<p>To run at different speeds. To jump from a standing position To perform a variety of throws with basic control</p> <p><b>Evaluating and improving:</b> I can describe what other people did. I can say how I could improve.</p>
<p><b>MFL</b></p>	<p>Greetings, phrases and instruction in a range of languages throughout the year</p>					