**Long Term Map Plan 1 Yr 1/2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | Our School and local areaLocal Geography | Significant events beyond living memoryGreat Fire of LondonBonfire Night | SurvivalDesert Island Survival | TransportChanges within living memory | Famous for more than 5 minutesVan Gogh Sunflowers | DinosaursAnimals and habitats |
| **Science** | **Yr 1 Ourselves** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working Scientifically:Asking simple questions and recognising that they can be answered in different ways. | **Yr 1 Changes across the four seasons**Observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.Working Scientifically:Using their observations and ideas to suggest answers to questions. |  **Yr 1 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.Working Scientifically:Identifying and classifyinggathering and recording data to help in answering questions.performing simple tests. | **Yr 1 Seasons Cont**.Observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.Working Scientifically:Using their observations and ideas to suggest answers to questions. | **Yr 1 Flowers and plants**Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ♣ identify and describe the basic structure of a variety of common flowering plants, including trees.Working Scientifically:Identifying and classifying.gathering and recording data to help in answering questions.Observing closely, using simple equipment. | **Yr 1 Animals**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.Working Scientifically:Identifying and classifying.using their observations and ideas to suggest answers to questions. |
| **Y2: Animal life cycles - habitats**Sc2/2.1a    Explore and compare the differences between things that are living, dead, and things that have never been alive.Sc2/2.1b   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 otherWorking Scientifically:Sc2/1.2  Observing closely, using simple equipment. | **Y2: Uses of everyday materials – materials matter (Spring 2?)** Materials: Making our sculptureSc2/3.1a    identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different usesSc2/3.1c    find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Working Scientifically:Sc2/1.1    Asking simple questions and recognising that they can be answered in different waysSc2/1.2  Observing closely, using simple equipment.Sc2/1.4    Identifying and classifying | **Y2: Uses of everyday material – squash, bend, twist, stretch**Animal life cycles – habitats – healthy animalsIsland survivalSc2/2.3b Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)Making a pirate shipSc2/3.1a    identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different usesSc2/3.1b    compare how things move on different surfaces.Sc2/3.1c    find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Working Scientifically:Sc2/1.3  Performing simple tests. | **Y2: Animal life cycles – habitats – healthy animals (Aut 2?)**Sc2/2.3a    Notice that animals, including humans, have offspring which grow into adultsSc2/2.3c    Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.Working Scientifically:Sc2/1.1    Asking simple questions and recognising that they can be answered in different way | **Y2: Plants – farms and food**Sc2/2.2a   Observe and describe how seeds and bulbs grow into mature plants.Sc2/2.2b    Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.Working Scientifically:Sc2/1.5    Using their observations and ideas to suggest answers to questionsSc2/1.6  Gathering and recording data to help in answering questions. | **Y2: Habitats – gardens and allotments**Sc2/2.1b   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 otherSc2/2.1c   Identify and name a variety of plants and animals in their habitats, including microhabitatsSc2/2.1d    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.Working Scientifically:Sc2/1.4    Identifying and classifying |
| **Humanities****History** | Local historyHouse group names. History of the school.HousesHi1/1.3   Significant historical events, people and places in their own locality. | Topic DriverChanges beyond living memory – Great Fire/Guy FawkesHi1/1.2   Events beyond living memory that are significant nationally or globally Hi1/1.3The lives of significant individuals in the past who have contributed to national and international achievements. | Clavering Church visit linked to RE.Hi1/1.3   Significant historical events, people and places in their own locality.Hi 1/1.3The 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 | Changes within living memory Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Life and works of Van Gogh/LowryHi1/1.3The 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  | Chronology – placing events in context relating to dinosaur topic. Also, using a range of sources – photos, writing, actual skeletons.Hi1/1.2   Events beyond living memory that are significant nationally or globally  |
| **Geography** | Topic DriverPhysical and Human geography of local area.Ge1/1.4d     Use simple fieldwork and observational skills to study the local environment and the key human and physical features. Ge1/1.4cUse aerial photographs and planned perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use ad construct basic symbols in a key.  | Changing seasons and the weatherGe1/1.3b   Use basic geographical vocabulary to refer to:.. season and weather. | British Isles v desert island – compare and contrastGe1/1.2a   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.Name and locate the world’s seven continents and five oceans | Use maps to find out about the location of the countries within the British Empire and Commonwealth. Identify main road and rail routes and look at international flight paths.Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Ge1/1.4b   Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a mapGe1/1.4c 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 | Where vegetables, fruits and other crops are grown around the world. Study of climate zones.Ge1/1.3b   Use basic geographical vocabulary to refer to:key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | Topic DriverLocating where dinosaurs have been discovered.Relating what dinosaurs ate and did to specific habitats.Ge1/1.4a   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. |
| **DT** | Structures -Freestanding structuresDesign and make a new playground for the village / school DT1/1.4a    build structures, exploring how they can be made stronger, stiffer and more stableDT1/1.4b  explore and use  mechanisms, in their products.DT1/1.3a   explore and evaluate a range of existing products | Food TechnologyMaking a Christmas pudding from the Pudding Lane bakery | Making a pirate shipDT1/1.2b Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.DT1/1.3b    evaluate their ideas and products against design criteria | Art | Food Technology - Preparing fruit and vegetables.DT1/2.1a    use the basic principles of a healthy and varied diet to prepare dishesDT1/2.1b   understand where food comes from. | Textiles – templates and joining techniques.Make a dinosaur glove puppet.DT1/1.2b Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.DT1/1.1a    Design purposeful, functional, appealing products for themselves and other users based on design criteriaDT1/1.1b    Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |
| **Computing**  | **Yr1**Co2/1.4  Use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Yr1**E –safetyCo2/1.6    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 | **Yr1**Co2/1.2    Create and debug simple programs | **Yr1**Co2/1.5   Recognise common uses of information technology beyond school | **Yr1**Co2/1.1   Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | **Yr1**Co2/1.3     Use logical reasoning to predict the behaviour of simple programs |
| **Y2**E –safetyCo2/1.6    Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | **Y2**Co2/1.1   Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. | **Y2**Co2/1.3     Use logical reasoning to predict the behaviour of simple programs. | **Y2**Co2/1.2    Create and debug simple programs. | **Y2**Co2/1.4  Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | **Y2**Co2/1.5   Recognise common uses of information technology beyond school. |
| **Music****Art** | Mu1/1.1   Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | Christmas PerformanceMu1/1.1  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | Mu1/1.2   Play tuned and untuned instruments musically. | Mu1/1.4    Experiment with, create, select and combine sounds using the interrelated dimensions of music. | Mu1/1.3   Listen with concentration and understanding to a range of high-quality live and recorded music. | Mu1/1.4    Experiment with, create, select and combine sounds using the interrelated dimensions of music. |
| Mixed media collages Ar1/1.4   Learn 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 workAr1/1.2   To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Flame paintingsAr1/1.1    To use a range of materials creatively to design and make products.Henry Moore inspired collaborative sculpture for the playground (Great Fire) Individual small clay maquettes.Ar1/1.4   Learn 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 workAr1/1.2   To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | DT  | Art on the Underground Investigate artworks on London Underground (NB historical links). Design and produce own mosaic design for a new ‘Clavering station’.Ar1/1.4   Learn 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 workAr1/1.3  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | Van Gogh’s sunflowers: observational work -painting then block printingAr1/1.4   Learn 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 workAr1/1.3  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | DT |
| **RE** | Y1:My Special Place |  | Y1:New Life |  | Y1:Special Books |  |
| Y2: Special Times |  | Y2: Special PeopleChurch visit. |  | Y2: Special Places |  |
| **PE** | Y1:**Gymnastics**Master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities**Games**Master basic movements including running, jumping, throwing and catching. | Y1:**Cross Country****Dance/ Performance**Perform dances using simple movement patterns**Games**Master basic movements including Dodging, striking | Y1:**Dance**Perform dances using simple movement patterns.**Stamina building**Circuits | Y1:**Games**Small games, striking, fielding dodging.**Gym**Apparatus | **Yr 1 3 Tees****Y1:Athletics**Skills | **Yr1 Athletics**Running**Y1:Games**participate in team games, developing simple tactics for attacking and defending |
| Yr2 PE1/1.2a    swim competently, confidently and proficiently over a distance of at least 25 metresPE1/1.2b    use a range of strokes effectivelyPE1/1.2c    perform safe self-rescue in different water-based situations | Yr2PE1/1.2a    swim competently, confidently and proficiently over a distance of at least 25 metresPE1/1.2b    use a range of strokes effectivelyPE1/1.2c    perform safe self-rescue in different water-based situations | Yr2 Yr2GymnasticsDevelop balance, agility and co-ordination, and begin to apply these in a range of activities. | Yr2DancePE1/1.1c   Perform dances using simple movement patterns.. | Yr2GamesPE1/1.1b    Participate in team games, developing simple tactics for attacking and defending | Yr 2AthleticsPE1/1.1a    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. |
| **PSHE** | Y1 Citizens/ Making a positive contribution | Y1 Keeping Safe | Y1 Healthy Lifestyles | Y1 Relationships | Y1 Growing and changing | Y1 Medicines and drugs |
| Y2: Citizens / Making a positive contribution | Y2: Relationships | Y2: Medicines and DrugsRealise that other people and living things have needs and they have a responsibility to meet them. | Y2: Keeping Safe | Y2: Healthy Lifestyles | Y2: Growing and Changing |