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

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Humanities** |  **Where do we live? Our locality** Awareness of our locality through first hand observation studying our school, the grounds and village and their key physical and human features; simple map making; learn about significant people and events in our locality | **Great Fire of London**Learn about events beyond living memory that are significant nationally | **Transport/journeys**Understand significant geographical similarities and differences between the UK and other regions of the world; use maps, globes and atlases; describe human and physical features | **Famous people (Florence Nightingale, Grace Darling, Amy Johnson…)**Know about the lives of significant individuals in the past who have contributed to national and international achievements | **Tudors**Develop an awareness of the pastLearn about significant individuals and people, events and changes in the past**Local Geography –** use first hand observation skills to enhance locational awareness. Key human and physical features -Tudor houses in Clavering, settlements around the river, farming | **Tudors**Develop an awareness of the pastLearn about significant individuals and people, events and changes in the pastVisit to Kentwell Hall |
| **Science** | **Year 1****Animals including Humans**know the names of animals and understand how to take care of them; describe and compare the structure of a variety of common animals**Year 2****Animals including Humans**Understand the basic needs of animals for survival as well as importance of exercise and nutrition for humans; recognise processes of growth and change | **Year 1** **Animals including Humans**Explore our local environment and answer questions about animals in their habitats; know the names of animals and understand how to take care of them**Year 2****Animals including Humans**Understand the basic needs of animals for survival as well as importance of exercise and nutrition for humans; recognise processes of growth and change | **Year 1****Every day Materials**Explore, name and discuss everyday materials becoming familiar with their properties**Year 2****Every day Materials**Identify and compare the uses of a variety of everyday materials; find out how the shapes of solid objects made from some materials may be changed | **Year 1****Every day Materials**Explore, name and discuss everyday materials becoming familiar with their properties**Year 2****Every day Materials**Identify and compare the uses of a variety of everyday materials; find out how the shapes of solid objects made from some materials may be changed | **Year 1****Plants, Farms and Foods**Identify and name common plants and trees and describe their basic structureObserve changes across the seasons**Year 2****Plants (allotments)**Use the local environment to observe how different plants grow, understanding the processes and requirements for germination, growth and survival | **Year 1****Living things and their habitats (allotments)** Explore our local environment and answer questions about animals in their habitats; observe changes across the seasons**Year 2****Living things and their habitats** Identify and study a range of plants and animals in their habitats identifying basic needs and observing how living things depend on each other, compare with animals in less familiar habitats |
| **DT** | **Year 2: Collaborative playground (geography link)** |  | **Space rocket design**Design and make products selecting from a wide range of materials |  |  | **Desert island shelters**Design, make and evaluate structures exploring how they can be made stronger, stiffer and more stable |
| **Computing**  | **Digital literacy** Understand how to use technology safely and respectfully, keeping personal information private | **Word Processing** | **Algorithms and instructions** | **Debugging**Create and debug simple programmes using bebots and robots | **Research and presentations**Use technology purposefully to create, organize and store digital information | **Research and presentations**Use technology purposefully to create, organize and store digital information |
| **Music** | **1.Hey You!**Sing songs and speak chants and rhymes using voices creatively**2. Singing** | **1.Singing and performing**Nativity**2. Singing and performing**Sing songs and speak chants and rhymes using voices creatively | **1.In the Groove**Listen with concentration and understanding to a range of music**2. Tuned and un tuned instruments** | **1.Rhythm**Play tuned and untuned instruments musically**2.Select and combine sounds** | **1.Round and Round** Sing songs and speak chants and rhymes using voices creatively**2. Listen to live and recorded music** | **1.Reflect, rewind, replay**Experiment with, create, select and combine sounds**2.Experimnet with sound** |
| **Art** | **Collages** inspired by ‘Window’Use a range of media materials creatively developing a wide range of art and design techniques | Colour mixing: **Rothko/Pollock**Learn about the work of different artists |  | **RSPB Birdwatch** – bird paintings (obs of detail) | **Camouflage** paintings develop techniques using colour and pattern |  |
| **RE** | **1.Special people****2.special places** | **1.Special people****2.special places** | **1 Special symbols** **2 Special words** | **1.Special objects****2 Special stories** | **1.Special things in nature****2.Special ways of living** | **1.Special things in nature****2.Special ways of living** |
| **PE** | **Cross country/multi skills****Y2 swimming**  | **Team games/multi skills** | **Gym/multi skills** | **Dance/Team games/multi skills** | **Athletics**  | **Athletics** |
| **PSHE** | **Rules and responsibilities** | **Friendships****Feelings** | **Keeping safe** | **Medicine and drugs** | **Healthy lifestyles** | **Economic Wellbeing/Growing and changing**  |