



| | Autumn 2016 | | Spring 2017 | | Summer 2017 | |
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| | 1 | 2 | 1 | 2 | 1 | 2 |
| CURRICULUM DRIVERS | ENTERPRISE – PROBLEM SOLVING – COMMUNITY – CULTURAL UNDERSTANDING | | | | | |
| THEME | | | | | | |
| STIMULUS | <p>WOW/Launch Event</p> <p>Grandparent afternoon in half term 2 (make old fashioned toy, panel of grandparents answer children’s questions)</p> | | <p>WOW/Launch Event</p> <p>Collection of items connected with CW – unpack a trunk? Or South</p> | | <p>WOW/Launch Event</p> <p>Bring your pet to school day</p> | |
| CURRICULUM ENRICHMENT | <p>Visits/visitors</p> <ul style="list-style-type: none"> Local area field work Visit to Whin View (following up on invitation to sing at Harvest Festival time for residents) | | <p>Visits/visitors</p> <p>Trip to Wakefield Museum/The Heronry – CW artefacts</p> | | <p>Visits/visitors</p> <p>Trip to zoo/ wildlife park/ Harewood bird garden/...</p> | |
| Sharing with parents | <p>Share powerpoint presentations about topics with parents – classroom based</p> | | <p>Assembly- the life of CW – last week of Spring term</p> | | <p>Inspire afternoon – animal sculptures and sock puppets (after SATs)</p> | |
| BRITISH VALUES | Democracy Rule of Law | Mutual Respect | Mutual Respect | Individual Liberty | Tolerance of those of different faiths and beliefs | |
| English Texts | PoR-Fiction -Roald Dahl – Magic Finger Non-fiction – instructions – teacher’s own text | PoR-Fiction – Claude in the City (materials) PoR- Non-fiction – 10 things I can do to help my World PoR-Poetry – Poems to Perform | PoR-Fiction - Traction Man Non-Fiction – recount of trip | PoR-Fiction – The Lonely Beast Non-Fiction – NCR – Charles Waterton | PoR-Fiction – Dinosaurs and all that Rubbish SATs | PoR-Fiction – The Story Tree PoR-Non-Fiction – The Emperor’s Egg PoR-Poetry – Owl and the Pussycat |
| EXTENDED WRITING OPPORTUNITIES | Cross-curricular writing opportunities Geography - instructions for a journey using a map. Account of changes within living memory Recount of village field trip | Cross-curricular writing opportunities RE- describing photographs of light, sunsets, aurora, candle light (expanded noun phrases) Recount of science investigation – heating and cooling materials | Cross-curricular writing opportunities History - diary extract for CW Science - Instructions for carrying out investigation | Cross-curricular writing opportunities History – recount of trip | Cross-curricular writing opportunities Science - Instructions for carrying out investigation | Cross-curricular writing opportunities Science - instructions – How to look after a pet? History – re-tell life story of Mary Anning (newspaper) |
| REAL LIFE MATHS OPPORTUNITIES | Cross-curricular maths opportunities Geography - measuring distances to draw scale maps Science - weighing quantities of different materials | Cross-curricular maths opportunities Science - measuring temperature using thermometers History – placing dates on a timeline | Cross-curricular maths opportunities Science - measuring time in seconds, measuring temperature | Cross-curricular maths opportunities Geography – time differences between continents | Cross-curricular maths opportunities Science – using tables and graphs – record results of minibeast observations | Cross-curricular maths opportunities Geography – using tables and graphs – hours of sunshine/rainfall |
| SCIENCE | Materials | | Forces | | Living Things | |



Long Term Planning Year 1&2 Cycle B (2016/17)

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| | | <p>(Y1) Which materials should the 3 little pigs have used to build their home?</p> <ul style="list-style-type: none"> Distinguish between an object and the materials 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>(Y2) What is our school made of?</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, 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>(Y2) Could you be the next Lightning McQueen?</p> <ul style="list-style-type: none"> Describe how things move at different speeds, speed up and slow down, using simple comparisons, comparative vocabulary and superlative vocabulary. | <p>(Y1) Why are humans not like tigers?</p> <ul style="list-style-type: none"> 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 human body is associated with each sense. | <p>(Y2) Why would a dinosaur not make a good pet?</p> <ul style="list-style-type: none"> Explore and compare 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 of each other; Identify and name a variety of plants and animals in their habitats, including micro-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. | |
| HISTORICAL AND GEOGRAPHICAL | GEOGRAPHY | <p>Where would I like to live in Havercroft?</p> <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. | <p>Where would you prefer to live- England or South America?</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 United Kingdom, and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world | <p>Why can't elephants live in the North Pole?</p> <ul style="list-style-type: none"> 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 | | | |
| | HISTORY | <p>What has changed since my grandparents were young?</p> <ul style="list-style-type: none"> Changes within living memory - revealing aspects of change in national life | <p>Who was Charles Waterton?</p> <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements | <p>Who was Mary Anning?</p> <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements | | | |
| EXPRESSIVE ARTS | MUSIC | <p>What can I hear in this place?</p> <ul style="list-style-type: none"> Sounds indifferent places around school Record different sounds & play them back Describe sounds we hear Copy sounds & rhythms by making different sounds with our hands & with percussion | <p>Can you hold a note?</p> <ul style="list-style-type: none"> Make long & short sounds What instruments can make long and short notes? Hear long & short sounds in songs Sing songs using long & short sounds Accompany songs with | <p>Have we got rhythm?</p> <ul style="list-style-type: none"> Clap to a beat Move to different beats Clap to the rhythm of the music Play instruments to the rhythm of a piece of music Describe rhythm of a piece of music | <p>How low can you go?</p> <ul style="list-style-type: none"> Hear high & low sounds in a song How high & low notes with our hands Speak, chant & sing a song with high, low & medium notes Which are the high & low | <p>Can you picture that instrument?</p> <ul style="list-style-type: none"> Find out about a famous composer & why we like or not like their music Identify different instruments in a piece of music Play instruments in time to the music How do we know when to | <p>How can we accompany a song?</p> <ul style="list-style-type: none"> Develop a piece of music with body percussion Chose an instrument to play & choice Develop our own accompaniments for the music using instruments & body percussion |
| | YI | | | | | | |



Long Term Planning Year 1&2 Cycle B (2016/17)

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| | | <p>instruments</p> <ul style="list-style-type: none"> Sing songs about transport and journeys Describe pieces of music that have been written about journeys Perform a musical journey from school to somewhere nearby | <p>instruments</p> <ul style="list-style-type: none"> Perform a song for an audience that uses long & short sounds | <ul style="list-style-type: none"> Identify difference between beat & rhythm Use simple notation for beat & rhythm | <p>notes on a xylophone?</p> <ul style="list-style-type: none"> What do the letters on instruments mean? Play a tune on a xylophone Show which notes we need to play Play a tune by following simple notation | <p>play our instrument?</p> <ul style="list-style-type: none"> Design simple symbols for different instruments & for 'play loudly' & 'play quietly' Put our symbols together & then play our music | <ul style="list-style-type: none"> Write a score for our accompaniments using our own notation Record our music digitally Perform our piece of music for the rest of the school |
| | Y2 | <p>How long is that sound?</p> <ul style="list-style-type: none"> Sing songs with long & short sounds Accompany a song by playing long & short sounds on percussion instruments Play a sequence of long & short sounds How can notation show us whether a sound is long or short? Which instruments are playing long sounds/short in a piece of music Perform a range of songs that include long & short sounds | <p>Are we in time for this music?</p> <ul style="list-style-type: none"> Sing & follow the actions in a call and response song Difference between beat & rhythm Play instruments in time to the beat & to follow the rhythm If some children play the beat, then can other children play the rhythm at the same time? Develop our own rhythms by clapping & by using instruments Invent our own notation to show rhythm & beat | <p>Do we only use 'pitch' in PE?</p> <ul style="list-style-type: none"> Higher & lower melodies in a song Sing high or low notes when the 'conductor' signals that we should Which instruments play the highest/lowest notes? Play higher & lower notes on an instrument & follow simple notation Match simple notation to the melody Why might composers use a change of pitch in their music? Play a piece of music which includes melodies of differing pitches | <p>What's the symbol for that cymbal?</p> <ul style="list-style-type: none"> Make sounds with our voices Make the right sound when we see a certain symbol or picture What could a sequence of sounds be like and what effect does it have? How can we make sure someone else can copy our sequence later? Play instruments & follow a sequence of given symbols What symbols can we design to represent different instruments & voices, as well as pauses and loudness? Tell a story with sounds & match the symbols we use to parts of the story | <p>Does music always make us feel happy?</p> <ul style="list-style-type: none"> Use voices show different moods & feelings when we sing or chant Choose instruments describe moods or feelings How do composers use different instruments to create moods & feelings? Tempo & timbre Choose instruments to accompany different pieces of music Develop music to accompany a character's feelings in a story or the mood of a story Use range of instruments & improvise pieces of music to describe places of work or settings | <p>What can we re-use & recycle in music?</p> <ul style="list-style-type: none"> Instruments made from junk Accompany a piece of music with our junk instruments Follow sequences of symbols to play a pattern with our junk instruments Compose music with our junk instrument & use symbols How many ways can we follow the beat & rhythm of a song or piece of music using body percussion? Record the sounds around us Organise our sound clips to make sequences & repeating patterns |
| | DANCE AND DRAMA <i>Dance – see PE outline</i> | | Let's Move – Journey of the Magi | | | Let's Move - Dinosaurs | |
| | ART | Multi-media autumn leaves picture Pencil sketches of school buildings from different perspectives Warm and cool paintings large scale map of Havercroft Art based on Claude in the City Sketches of school Whole school Xmas art | | Sketching CW artefacts Watercolour scenes from S America | | Pencil sketches of animals/pets Dinosaur collage pictures | |
| TECH NOLOGY | DESIGN TECHNOLOGY | | Make a moving Christmas card | | | Design and make a musical instrument | |



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| | COOKING AND NUTRITION | | Christmas cooking | | | Art - papier mache dinosaurs | | |
| | COMPUTING | Y1 | Algorithms – Treasure! | Editing Writing – Let’s communicate | Computer science – If you build it... | Editing photos – Snap | Algorithms – Game On! | Communicate safely online – Blog it |
| | | Y2 | Word processing – All present & correct | Algorithms – Let’s draw | Communicating online safely and respectfully – Share it | Databases – Data | Editing audio – Sounds good | Algorithms – Quiz time |
| | | All | E-Safety will run throughout the year with a whole school week to coincide with Internet Safety Day in February | | | | | |
| PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING | PE Discrete. | Gymnastics Playground games | | | Games | | Athletics Orienteering | |
| | PSHE / SEALS / CITIZENSHIP | Y1 | We’re all stars <ul style="list-style-type: none"> Community, Rights & responsibilities, Getting to know each other, Working together | Be Friendly, Be Wise <ul style="list-style-type: none"> Making & sustaining friendships, Conflict resolution, Antibullying, Keeping safe at home & outdoors | Living Long, Living Strong <ul style="list-style-type: none"> SRE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty, Healthy eating & exercise, Goal setting & motivation | Daring to be Different <ul style="list-style-type: none"> Identity & self-esteem, Difference & diversity, Peer influence & assertiveness | Dear Diary <ul style="list-style-type: none"> Comfortable & uncomfortable feelings, Problems in relationships, Antibullying, Help & support | Joining in and Joining Up <ul style="list-style-type: none"> Needs & responsibilities, Participation, Local democracy, Voluntary groups, Fund-raising activities |
| | | Y2 | New Beginnings <ul style="list-style-type: none"> Belonging to a group Feeling safe Similarities and differences Feeling scared or upset Problem solving | Getting on and falling out <ul style="list-style-type: none"> What is being a good friend Giving compliments empathy Anti-bullying, Dealing with anger | Going for Goals <ul style="list-style-type: none"> Learning styles Setting goals Small steps to reach goals Resisting distraction Dealing with boredom | Good to be Me <ul style="list-style-type: none"> My gifts and talents, Feeling proud, My strength and weaknesses Feeling anxious | Relationships <ul style="list-style-type: none"> People who are important to me Feeling jealous Feeling proud for others Talking about my feelings | Changes <ul style="list-style-type: none"> Recognising changes in myself Breaking habits, Overcoming obstacles Owning behaviour choices |
| RELIGIOUS STUDIES | RE | Y1 | What is important to you? <ul style="list-style-type: none"> Explore questions about belonging, meaning & truth so that they can express their own ideas & opinions in response using words, music, art or poetry | Why do Christians celebrate Christmas? <ul style="list-style-type: none"> Name different beliefs & practices, including festivals, worship, rituals & ways of life, in order to find out about the meanings behind them | How do I know I’m being good? <ul style="list-style-type: none"> Ask & respond to questions about what individuals and communities do, & why Identify what difference belonging to a community might make. | What do Christians and Jews believe about creation? <ul style="list-style-type: none"> Retell & suggest meanings to some religious & moral stories, exploring & discussing sacred writings & sources of wisdom & recognising the traditions from which they come | How do religions welcome new people? <ul style="list-style-type: none"> Observe & recount different ways of expressing identity & belonging, responding sensitively for themselves | |



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| | | Y2 | How do Christians, Jews and Muslims say 'thank you' to God for the natural world? <ul style="list-style-type: none">• Name different beliefs & practices, including festivals, worship, rituals and ways of life• Find out about the meanings behind them | Why is light important in religions? <ul style="list-style-type: none">• Recognise some different symbols & actions which express a community's way of life, appreciating some similarities between communities | What does it mean to be a Muslim? <ul style="list-style-type: none">• Name different beliefs & practices, including festivals, worship, rituals• Find out about the meanings behind them | When do we co-operate? <ul style="list-style-type: none">• Observe & recount different ways of expressing identity & belonging, responding sensitively for themselves | Do our actions speak louder than words? <ul style="list-style-type: none">• Ask & respond to questions about what individuals and communities do• Identify what difference belonging to a community might make | What have I learned about different religions? <ul style="list-style-type: none">• Notice & respond sensitively to some similarities between different religions & worldviews |
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