



	Autumn 2016		Spring 2017		Summer 2017	
	1	2	1	2	1	2
<b>CURRICULUM DRIVERS</b>	ENTERPRISE – PROBLEM SOLVING – COMMUNITY – CULTURAL UNDERSTANDING					
<b>THEME</b>	<b>HOUSES AND HOMES</b>		<b>LOCAL HISTORY</b>		<b>HABITATS</b>	
<b>STIMULUS</b>	<b>WOW/Launch Event</b> <b>DEN BUILDING</b> Phil.lowde@bearandlapor.co.uk		<b>WAKEFIELD MUSEUM – WHO WAS CHARLES WATERTON?</b>		<b>THE YORKSHIRE SCULPTURE PARK</b>	
<b>CURRICULUM ENRICHMENT</b>	<b>GRANDPARENTS – children to write letters to ask about the grandparents childhood</b>		<b>GOING FOR GOALS – linked to PSHE</b>		<b>CHURCH VISIT</b>	
<b>BRITISH VALUES</b>	<i>Democracy</i> <i>Rule of Law</i>	<i>Mutual Respect</i>	<i>Mutual Respect</i>	<i>Individual Liberty</i>	<i>Tolerance of those of different faiths and beliefs</i>	
<b>EXTENDED WRITING OPPORTUNITIES</b>	<b>SCIENCE INVESTIGATIONS</b> <b>LETTERS TO GRANDPARENTS (HISTORY)</b> <b>PLANS LINKED TO D&amp;T</b>		<b>SCIENCE INVESTIGATIONS</b> <b>DESCRIBING LANDSCAPES linked to geography</b>		<b>SCIENCE INVESTIGATIONS</b> <b>SONGS – linked to music</b> <b>CHARACTER PROFILE – linked to history</b>	
<b>REAL LIFE MATHS OPPORTUNITIES</b>	<b>Cross-curricular maths opportunities</b> <b>MEASURES – DEN BUILDING</b>		<b>MONEY – shop linked to healthy eating</b>		<b>SHAPE &amp; SPACE linked to art</b>	
<b>ENGLISH COMMUNICATION AND LANGUAGE – SEE LONG TERM ENGLISH PLANS</b>						
<b>UNDERSTANDING MATHS – SEE LONG TERM MATHS PLANS</b>						



<b>SCIENTIFIC UNDERSTANDING</b>	<b>SCIENCE</b>	Materials	Forces	Living Things	
		<p><b>(Y1) Which materials should the 3 little pigs have used to build their home?</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the materials from which it is made;</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock;</li> <li>Describe the simple physical properties of a variety of everyday materials;</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>(Y2) What is our school made of?</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>(Y2) Could you be the next Lightning McQueen?</b></p> <ul style="list-style-type: none"> <li>Describe how things move at different speeds, speed up and slow down, using simple comparisons, comparative vocabulary and superlative vocabulary.</li> </ul>	<p><b>(Y1) Why are humans not like tigers?</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores;</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);</li> <li>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.</li> </ul>
<b>HISTORICAL AND GEOGRAPHICAL</b>	<b>GEOGRAPHY</b>	<p><b>Where would I like to live in Havercroft?</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p><b>Where would you prefer to live- England or South America?</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</li> </ul>	<p><b>Why can't elephants live in the North Pole?</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
	<b>HISTORY</b>	<p><b>Why is playing with my PS4 better than playing with my teacher's toys?</b></p> <ul style="list-style-type: none"> <li>Changes within living memory - revealing aspects of change in national life</li> </ul>		<p><b>Who was Charles Waterton?</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in Britain's past who have contributed to our nation's achievements</li> </ul>	<p><b>Significant person involving animals</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in Britain's past who have contributed to our nation's achievements</li> </ul>



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

<b>EXPRESSIVE ARTS</b>	<b>MUSIC</b>	<b>Y1</b>	<p><b>What can I hear in this place?</b></p> <ul style="list-style-type: none"> <li>• Sounds in different places around school</li> <li>• Record different sounds &amp; play them back</li> <li>• Describe sounds we hear</li> <li>• Copy sounds &amp; rhythms by making different sounds with our hands &amp; with percussion instruments</li> <li>• Sing songs about transport and journeys</li> <li>• Describe pieces of music that have been written about journeys</li> <li>• Perform a musical journey from school to somewhere nearby</li> </ul>	<p><b>Can you hold a note?</b></p> <ul style="list-style-type: none"> <li>• Make long &amp; short sounds</li> <li>• What instruments can make long and short notes?</li> <li>• Hear long &amp; short sounds in songs</li> <li>• Sing songs using long &amp; short sounds</li> <li>• Accompany songs with instruments</li> <li>• Perform a song for an audience that uses long &amp; short sounds</li> </ul>	<p><b>Have we got rhythm?</b></p> <ul style="list-style-type: none"> <li>• Clap to a beat</li> <li>• Move to different beats</li> <li>• Clap to the rhythm of the music</li> <li>• Play instruments to the rhythm of a piece of music</li> <li>• Describe rhythm of a piece of music</li> <li>• Identify difference between beat &amp; rhythm</li> <li>• Use simple notation for beat &amp; rhythm</li> </ul>	<p><b>How low can you go?</b></p> <ul style="list-style-type: none"> <li>• Hear high &amp; low sounds in a song</li> <li>• How high &amp; low notes with our hands</li> <li>• Speak, chant &amp; sing a song with high, low &amp; medium notes</li> <li>• Which are the high &amp; low notes on a xylophone?</li> <li>• What do the letters on instruments mean?</li> <li>• Play a tune on a xylophone</li> <li>• Show which notes we need to play</li> <li>• Play a tune by following simple notation</li> </ul>	<p><b>Can you picture that instrument?</b></p> <ul style="list-style-type: none"> <li>• Find out about a famous composer &amp; why we like or not like their music</li> <li>• Identify different instruments in a piece of music</li> <li>• Play instruments in time to the music</li> <li>• How do we know when to play our instrument?</li> <li>• Design simple symbols for different instruments &amp; for 'play loudly' &amp; 'play quietly'</li> <li>• Put our symbols together &amp; then play our music</li> </ul>	<p><b>How can we accompany a song?</b></p> <ul style="list-style-type: none"> <li>• Accompany a piece of music with body percussion</li> <li>• Choose an instrument to play &amp; choose</li> <li>• Develop our own accompaniments for the music using instruments &amp; body percussion</li> <li>• Write a score for our accompaniments using our own notation</li> <li>• If we sing to our music, do we all have to sing all the words?</li> <li>• Record our music digitally</li> <li>• Perform our piece of music for the rest of the school</li> </ul>
		<b>Y2</b>	<p><b>How long is that sound?</b></p> <ul style="list-style-type: none"> <li>• Sing songs with long &amp; short sounds</li> <li>• Accompany a song by playing long &amp; short sounds on percussion instruments</li> <li>• Play a sequence of long &amp; short sounds</li> <li>• How can notation show us whether a sound is long or short?</li> <li>• Which instruments are playing long sounds/short in a piece of music</li> <li>• Perform a range of songs that include long &amp; short sounds</li> </ul>	<p><b>Are we in time for this music?</b></p> <ul style="list-style-type: none"> <li>• Sing &amp; follow the actions in a call and response song</li> <li>• Difference between beat &amp; rhythm</li> <li>• Play instruments in time to the beat &amp; to follow the rhythm</li> <li>• If some children play the beat, then can other children play the rhythm at the same time?</li> <li>• Develop our own rhythms by clapping &amp; by using instruments</li> <li>• Invent our own notation to show rhythm &amp; beat</li> </ul>	<p><b>Do we only use 'pitch' in PE?</b></p> <ul style="list-style-type: none"> <li>• Higher &amp; lower melodies in a song</li> <li>• Sing high or low notes when the 'conductor' signals that we should</li> <li>• Which instruments play the highest/lowest notes?</li> <li>• Play higher &amp; lower notes on an instrument &amp; follow simple notation</li> <li>• Match simple notation to the melody</li> <li>• Why might composers use a change of pitch in their music?</li> <li>• Play a piece of music which includes melodies of differing pitches</li> </ul>	<p><b>What's the symbol for that cymbal?</b></p> <ul style="list-style-type: none"> <li>• Make sounds with our voices</li> <li>• Make the right sound when we see a certain symbol or picture</li> <li>• What could a sequence of sounds be like and what effect does it have?</li> <li>• How can we make sure someone else can copy our sequence later?</li> <li>• Play instruments &amp; follow a sequence of given symbols</li> <li>• What symbols can we design to represent different instruments &amp; voices, as well as pauses and loudness?</li> <li>• Tell a story with sounds &amp; match the symbols we use to parts of the story</li> </ul>	<p><b>Does music always make us feel happy?</b></p> <ul style="list-style-type: none"> <li>• Use voices show different moods &amp; feelings when we sing or chant</li> <li>• Choose instruments describe moods or feelings</li> <li>• How do composers use different instruments to create moods &amp; feelings?</li> <li>• Tempo &amp; timbre</li> <li>• Choose instruments to accompany different pieces of music</li> <li>• Develop music to accompany a character's feelings in a story or the mood of a story</li> <li>• Use range of instruments &amp; improvise pieces of music to describe places of work or settings</li> </ul>	<p><b>What can we re-use &amp; recycle in music?</b></p> <ul style="list-style-type: none"> <li>• Instruments made from junk</li> <li>• Accompany a piece of music with our junk instruments</li> <li>• Follow sequences of symbols to play a pattern with our junk instruments</li> <li>• Compose music with our junk instrument &amp; use symbols</li> <li>• How many ways can we follow the beat &amp; rhythm of a song or piece of music using body percussion?</li> <li>• Record the sounds around us</li> <li>• Organise our sound clips to make sequences &amp; repeating patterns</li> </ul>



	<b>DANCE AND DRAMA</b> <i>Dance – see PE outline</i>	POWER OF READING – POEMS TO PERFORM	CHRISTMAS CONCERT	CARNIVAL OF THE ANIMALS		MUSICAL STORIES (LINKED TO MUSIC)		
	<b>ART</b>	TREE OF LIFE - KLIMT	STARRY NIGHT – VAN GOGH	ANIMALS – SKETCHING AND PASTELS		SCULPTURE – SHAPE AND FORM CLAY; NATURAL MATERIALS (ANDY GOLDSWORTHY)		
<b>TECHNOLOGY</b>	<b>DESIGN TECHNOLOGY</b>	HOUSES – JUNK MODELLING	POP UP CARDS	STRUCTURES – PLAYGROUND EQUIPMENT		DIORAMAS - HABITATS		
	<b>COOKING AND NUTRITION</b>	CHRISTMAS CAKES		HEALTHY EATING	HOT CROSS BUNS	FRUIT SALAD		
	<b>COMPUTING</b>	<b>Y1</b>	Algorithms – <b>Treasure!</b>	Editing Writing – <b>Let’s communicate</b>	Computer science – <b>If you build it...</b>	Editing photos – <b>Snap</b>	Algorithms – <b>Game On!</b>	Communicate safely online – <b>Blog it</b>
		<b>Y2</b>	Presentations – <b>All present &amp; correct</b>	Algorithms – <b>Let’s draw</b>	Communicating online safely and respectfully – <b>Share it</b>	Databases – <b>Data</b>	Editing audio – <b>Sounds good</b>	Algorithms – <b>Quiz time</b>
		<b>All</b>	E-Safety will run throughout the year with a whole school week to coincide with Internet Safety Day in February					
<b>PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING</b>	<b>PE</b> <i>Discrete Follow RCS schemes</i>							
	<b>PSHE / SEALS / CITIZENSHIP</b>	<b>Y1</b>	<b>We’re all stars</b> <ul style="list-style-type: none"> <li>Community,</li> <li>Rights &amp; responsibilities, Getting to know each other,</li> <li>Working together</li> </ul>	<b>Be Friendly, Be Wise</b> <ul style="list-style-type: none"> <li>Making &amp; sustaining friendships,</li> <li>Conflict resolution,</li> <li>Antibullying,</li> <li>Keeping safe at home &amp; outdoors</li> </ul>	<b>Living Long, Living Strong</b> <ul style="list-style-type: none"> <li>SRE: Growing &amp; caring for ourselves;</li> <li>Valuing difference &amp; keeping safe;</li> <li>Puberty,</li> <li>Healthy eating &amp; exercise,</li> <li>Goal setting &amp; motivation</li> </ul>	<b>Daring to be Different</b> <ul style="list-style-type: none"> <li>Identity &amp; self-esteem,</li> <li>Difference &amp; diversity,</li> <li>Peer influence &amp; assertiveness</li> </ul>	<b>Dear Diary</b> <ul style="list-style-type: none"> <li>Comfortable &amp; uncomfortable feelings,</li> <li>Problems in relationships,</li> <li>Antibullying,</li> <li>Help &amp; support</li> </ul>	<b>Joining in and Joining Up</b> <ul style="list-style-type: none"> <li>Needs &amp; responsibilities,</li> <li>Participation,</li> <li>Local democracy,</li> <li>Voluntary groups, Fund-raising activities</li> </ul>



		Y2						
RELIGIOUS STUDIES	RELIGIOUS EDUCATION	Y1	<b>What is important to you?</b> <ul style="list-style-type: none"> <li>Explore questions about belonging, meaning &amp; truth so that they can express their own ideas &amp; opinions in response using words, music, art or poetry</li> </ul>	<b>Why do Christians celebrate Christmas?</b> <ul style="list-style-type: none"> <li>Name different beliefs &amp; practices, including festivals, worship, rituals &amp; ways of life, in order to find out about the meanings behind them</li> </ul>	<b>How do I know I'm being good?</b> <ul style="list-style-type: none"> <li>Ask &amp; respond to questions about what individuals and communities do, &amp; why</li> <li>Identify what difference belonging to a community might make.</li> </ul>	<b>What do Christians and Jews believe about creation?</b> <ul style="list-style-type: none"> <li>Retell &amp; suggest meanings to some religious &amp; moral stories, exploring &amp; discussing sacred writings &amp; sources of wisdom &amp; recognising the traditions from which they come</li> </ul>	<b>How do religions welcome new people?</b> <ul style="list-style-type: none"> <li>Observe &amp; recount different ways of expressing identity &amp; belonging, responding sensitively for themselves</li> </ul>	
		Y2	<b>How do Christians, Jews and Muslims say 'thank you' to God for the natural world?</b> <ul style="list-style-type: none"> <li>Name different beliefs &amp; practices, including festivals, worship, rituals and ways of life</li> <li>Find out about the meanings behind them</li> </ul>	<b>Why is light important in religions?</b> <ul style="list-style-type: none"> <li>Recognise some different symbols &amp; actions which express a community's way of life, appreciating some similarities between communities</li> </ul>	<b>What does it mean to be a Muslim?</b> <ul style="list-style-type: none"> <li>Name different beliefs &amp; practices, including festivals, worship, rituals</li> <li>Find out about the meanings behind them</li> </ul>	<b>When do we cooperate?</b> <ul style="list-style-type: none"> <li>Observe &amp; recount different ways of expressing identity &amp; belonging, responding sensitively for themselves</li> </ul>	<b>Do our actions speak louder than words?</b> <ul style="list-style-type: none"> <li>Ask &amp; respond to questions about what individuals and communities do</li> <li>Identify what difference belonging to a community might make</li> </ul>	<b>What have I learned about different religions?</b> <ul style="list-style-type: none"> <li>Notice &amp; respond sensitively to some similarities between different religions &amp; worldviews</li> </ul>
LANGUAGES	FRENCH							