

Long Term Plan		Cycle 2	
SUBJECTS	KEY OBJECTIVES	SUBJECTS	KEY OBJECTIVES
AUTUMN 1	THEME: Up, Up and Away!	AUTUMN 2	THEME: Carnival of Colours
KEY SUBJECT	<ul style="list-style-type: none"> <li>To understand the life of a significant individual and how they contributed to international achievements e.g. Amelia Earhart.</li> <li>To understand basic chronology.</li> <li>To understand some of the ways that we can find out about the past.</li> <li>Events beyond living memory (first aeroplane flight)</li> </ul>	KEY SUBJECT	<ul style="list-style-type: none"> <li>To develop a range of art techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Describe differences and similarities between artist and link to their own work (Paul Klee).</li> </ul>
History		Art	
LINKING SUBJECTS	<ul style="list-style-type: none"> <li>Explore/evaluate an existing product</li> <li>To design a product.</li> <li>To select appropriate tools and materials for the purpose of the design.</li> </ul>	LINKING SUBJECTS	<ul style="list-style-type: none"> <li>Play tuned and un-tuned instruments.</li> <li>Listen with concentration to understand a range of high quality music.</li> <li>To experiment with and select a range of sounds using an inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, etc.)</li> <li>To respect and understand the beliefs of others (Diwali).</li> <li>Who celebrates what and why? A1, A3, B1, C2</li> <li>Understanding Christianity 1.3 Why does Christmas matter to Christians?</li> <li>Unit F2 – Why do Christians perform nativity plays at Christmas?</li> </ul>
DT		RE 1.1 (Celebrations & festivals) Agreed Syllabus	
RE Agreed Syllabus 1.5 (Leaders)	<ul style="list-style-type: none"> <li>What makes some people inspiring to others?</li> </ul>		
DISCRETE SUBJECTS	<ul style="list-style-type: none"> <li>To develop a range of art techniques – line and pattern (observational drawings)</li> <li>To master basic movements including jumping, throwing and catching</li> <li>To develop balance, agility and co-ordination in a range of activities</li> </ul>	DISCRETE SUBJECTS	<ul style="list-style-type: none"> <li>To use mechanisms (wheels).</li> <li>Observe seasonal changes using simple equipment (SC)</li> <li>Gather and record data</li> <li>Include: day lengths, compass directions</li> <li>Vocab: season / weather</li> <li>Developing balance, agility and co-ordination</li> <li>To perform dances using simple movement patterns</li> </ul>
Art		DT	
PE Multi-sports		Science/ Geography Weather	
		PE Dance	
SPRING 1	THEME: Magical Me	SPRING 2	THEME: Build it Up
KEY SUBJECT	<ul style="list-style-type: none"> <li>Ask simple questions and understand that these can be answered in different ways.</li> <li>To answer questions by observations and gathering data.</li> </ul>	KEY SUBJECT	<ul style="list-style-type: none"> <li>To design a product.</li> <li>To select appropriate tools and materials for the purpose of the design.</li> <li>To select and use from a wide range of materials to fit a design criteria</li> <li>To use mechanisms (wheels, axles, sliders and levers)</li> </ul>
Science Human body		DT	

			<ul style="list-style-type: none"> <li>To evaluate own product against design criteria</li> </ul>
LINKING SUBJECTS	<ul style="list-style-type: none"> <li>To plan and prepare healthy and varied food.</li> </ul>	LINKING SUBJECTS	<ul style="list-style-type: none"> <li>To control a digital device by inputting an algorithm (Barefoot: Scratch Jr. Tinkering)</li> <li>To use logical reasoning to predict the behaviour of an algorithm/ program (Barefoot: Crazy Characters Algorithm)</li> <li>To write an algorithm refining the instructions to achieve a desired outcome.</li> <li>To create and debug a simple program (Barefoot: Pizza Pickle Scratch Debugging)</li> <li>eSafety: use technology safely and respectfully, keep personal information private, where to go for help and support (Barefoot: Safety Snakes)</li> </ul>
DT Computing	<ul style="list-style-type: none"> <li>To use software to create, store, edit digital content.</li> <li>To talk about my work and improve it.</li> </ul> <p>How do we show we care for others? Why does it matter? A3, B2, C2, C3</p>	Computing	
RE 1.2 (Myself) Agreed Syllabus			
DISCRETE SUBJECTS	<ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination in range of activities</li> <li>Master basic movements including jumping and landing</li> <li>To use equipment safely</li> </ul>	DISCRETE SUBJECTS	<ul style="list-style-type: none"> <li>Observe seasonal changes using simple equipment (SC)</li> <li>Gather and record data</li> <li>Include: day lengths, compass directions</li> <li>Vocab: season / weather</li> </ul> <p>Understanding Christianity Unit F3- Why do Christians put a cross in an Easter garden? and Unit 1.5 Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending</li> <li>Developing basic tennis skills including catching and hitting</li> </ul>
PE Gymnastics		Science/ Geography Weather	
		PE Tennis	
SUMMER 1	THEME: Green Fingers!	SUMMER 2	THEME: Going Wild!
KEY SUBJECT	<ul style="list-style-type: none"> <li>Observe closely using simple equipment.</li> <li>To perform simple tests.</li> <li>To identify and classify.</li> <li>To answer questions by observations and gathering data.</li> </ul>	KEY SUBJECT	<ul style="list-style-type: none"> <li>Understand the geographical differences and similarities (Africa).</li> <li>Key human features include: town, city, village, farm, house, shop, factory, office (see NC)</li> <li>Use world maps, atlases and globes.</li> <li>Name and locate the seven continents and five oceans</li> <li>Use simple fieldwork and observational skills of school and its grounds.</li> <li>Barefoot: World Map Logic Activity</li> </ul>
Science Plants		Geography	
LINKING SUBJECTS	<ul style="list-style-type: none"> <li>Make products using a range of media (sculpture – Andy Goldsworthy/ craft maker- willow basket making).</li> <li>Describe differences and similarities between artist and link to their own</li> </ul>	LINKING SUBJECTS	<ul style="list-style-type: none"> <li>Ask simple questions and understand these can be answered in different ways.</li> <li>To identify and classify.</li> </ul>
Art		Science Animals	
Geography			

History	<p>work.</p> <ul style="list-style-type: none"> <li>Vocab: soil, vegetation, forest, etc.</li> <li>To understand about the life and location of a significant individual in their own locality (Robin Hood – Sherwood Forest).</li> </ul>		
DISCRETE SUBJECTS	<ul style="list-style-type: none"> <li>Create musical sounds and phrases and arrange a musical sequence (2 simple music).</li> </ul> <p>Understanding Christianity Unit F1 – Why is the word ‘God’ so important to Christians? and Unit 1.2- Who made the world?</p> <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	DISCRETE SUBJECTS	<ul style="list-style-type: none"> <li>To create a simple stop frame animation (2animate).</li> </ul>
Computing		Computing	<ul style="list-style-type: none"> <li>Observe seasonal changes using simple equipment (SC)</li> <li>Gather and record data</li> <li>Include: day lengths, compass directions</li> <li>Vocab: season / weather</li> </ul>
RE		Science/ Geography Weather	RE
PE Ball skills (Basketball/ Netball)		PE Athletics	<ul style="list-style-type: none"> <li>Mastering basic movements, including running, jumping, throwing and catching</li> </ul>