

Hugh Joicey C of E First School, Ford Cycle A Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

| | | | | | | |
|--|---|--|--|--|--|--|
| Global Neighbours/ Christian Calendar | Celebrating Harvest | Celebrating Christmas | Celebrating Candlemas | Celebrating Lent and Easter | Celebrating Pentecost | Celebrating Trinity |
| National and Whole School Events | Harvest festival Tour of Britain International day of Peace Sukkot Halloween | Christmas worship Christingle Anti Bullying week Road Safety week Remembrance Children in Need Bonfire night | Big Garden Birdwatch World Religion Day Safer Internet Day Valentines Day | Shrove Tuesday Ash Wednesday World Book Day Fair Trade Fortnight Passover Holi STEM Week | Mayday Christian Aid Week Ramadan Vesak | Leavers' assembly Eid-il-Fitur |
| Collective Worship Roots and Fruits 1 | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
| Topic | All About Me | Dinosaur Planet | Enchanted Woodland | Explorers | Towers, Tunnels and Turrets | Beach-Combers |
| Trips & Visitors | People who help us - emergency services First aid training for children | Hancock museum | | Using maps to plan a route | Alnwick Castle | Holy Island beach trip Bamburgh- RNLI museum |
| Christian Vision Golden Thread | Uniqueness Dignity and respect Spiritual beliefs Priority of enabling vulnerable pupils. Making positive choices Aspiring to be the best you can be. Positive mental health | Spiritual and ethical questions Responding creatively | Social action Spiritual and ethical questions Responding creatively | Thinking globally Aspiring to be the best you can be International links | Disagree well, forgiveness and reconciliation | Big questions about exploitation of the natural world. Thinking globally International links Charity/social action links. |
| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Quality Text | Cops and Robbers | Harry and the Bucketful | Little Red Riding Hood/ Little | The Great Explorer | The Paper Bag Princess | Giraffes Can't Dance |

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| (based on the Pie Corbett Reading Spine) | | Of Dinosaurs | Red Who's Afraid of the Big Bad Book | Information texts about explorers | How to Grow a Dragon | Pirate stories |
|--|--|--|--|---|---|---|
| Literacy | <p>Stories from familiar settings Year 1: Retell a narrative using patterns from listening and reading. Year 2: Write a three part story with a key character.</p> <p>Recounts Year 1: Write sentences to match pictures, or sequences of pictures, illustrating an event. Year 2: Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least 3 chronological events in order, maintaining past tense and consistent use of the first person.</p> <p>Instructions Year 1: Write instructions on labels around the learning area, Year 2: Write instruction with expansion about something they know well. Use imperative verbs and precise language choices.</p> <p>Poetry: Pattern and Rhyme - poems about me</p> | <p>Fantasy stories Year 1: Tell a story about a central character. Year 2: Retell a story using typical settings, characters and events. Innovate a familiar story by changing aspects of the character and setting.</p> <p>Non-chronological report Year 1; Describe something or someone, developing descriptions in response to prompts and questions. Year 2: Use information from research to group and assemble information in a short non-chronological report.</p> <p>Onomatopoeia and alliteration - linked to Bonfire Night</p> | <p>Fairy Tales Year 1: Innovate on patterns from a familiar story using known story patterns. Year 2: Plan and tell a story based on their own experiences or using inspiration from stories they have read, using expanded noun phrases.</p> <p>Persuasive Texts Year 1: Write simple examples of persuasion e.g. letter to a character in a book. Year 2: Write a simple persuasive piece based on research or a topic of interest.</p> <p>Non-chronological report Year 1: Describe something or someone, developing descriptions in response to prompts and questions. Year 2: Expand information using subordination and coordination and expanded noun phrases.</p> <p>Traditional Poems</p> | <p>Stories about Explorers Year 1: Write their own version of a story and recount events in sequence. Year 2: Plan and write a story based on a familiar character, using the structure of an opening, something happens, events to sort it out and an ending.</p> <p>Recounts - Diaries and Postcards Year 1: Write simple first person recounts linked to a topic or personal experience, incorporating at least three chronological events in order, maintaining past tense with consistency. Year 2: Write a narrative about a personal experience and those of others e.g. in role.</p> <p>Songs and repetitive rhymes.</p> | <p>Contemporary fiction Year 1: Use pattern and language from familiar stories. Write and complete a story with a beginning, middle and end. Year 2: Plan and write their own story or retell a known story using a range of sentence types and language to add detail.</p> <p>Instructions - recipes Year 1: Write a simple set of instructions including a numbered list, a title and a simple list of equipment. Year 2: Extend and clarify instructions using subordination and coordination. Use expanded noun phrases.</p> <p>Discussion Year 1: Write a sentence or more to convey their opinion and a sentence or more to convey the contrasting opinion of others. Year 2: Write a series of sentences to convert opinion and a series of sentences to convey</p> | <p>Stories from different cultures Year 1: Write a complete story which includes characterisation e.g. a good and a bad character. Year 2: Plan and write their own story with a logical sequence of events, and the introduction of some kind of dialogue,</p> <p>Explanations Year 1: Write a series of sentences to explain a simple process based on first hand experience. Year 2: Produce a flow chart or cyclical diagram independently, ensuring content is clearly sequenced.</p> <p>Non-chronological report Year 1: Assemble information about a subject from their own experiences, writing sentences to describe different aspects of the</p> |

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| | | | | | <p>the contrasting opinion of others.</p> <p>Poems for pleasure: reciting poetry in the style of "Entering a Castle" by Brian Moses.</p> | <p>subject.</p> <p>Year 2: Use the language and structure of a non-chronological report e.g. direct questions, opening statement, subheadings, line breaks and written in the third person.</p> <p>Humorous poems</p> |
| Mathematics | Place Value Statistics (cross curricular) | Addition and Subtraction Statistics (cross curricular) | Multiplication and Division Statistics (cross curricular) Measurement: Length and height Shapes and geometry | Multiplication and Division (continued) Time (Stem week) Fractions Statistics (cross curricular) | Fractions (continued) Money Position/Direction Statistics (cross curricular) | Measurement- Weight and volume Mass , capacity and temperature Time (recap from STEM week) Consolidation Statistics (cross curricular) |
| Science | Animals including humans - All About Me (Y1) Senses Parts of the Body Basic needs Healthy lifestyle | Animals including humans - Growth (Y2) Classification Living /non-living things Carnivores/herbivores/ omnivores | Seasonal Changes (Y1) Weather patterns | Everyday Materials (Y1) Naming materials Distinguishing between objects and materials Sorting materials STEM week-time | Living things and their Habitats (Y2) Habitats and microhabitats Identify plants and animals in their habitats Habitats provide for the basic needs of animals and plants Local and world habitats Living, dead and never been alive (recap) Food chains | |
| History | Family tree Changes over time Changes within living | Mary Anning Timeline Archeology | | Captain Scott Amelia Earhart Significant individuals | Alnwick castle Northumberland Caastles | Grace Darling Events beyond living memory |

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| | memory Chronology Historical terms Continuity and change Similarities and differences | Events beyond living memory Significant individuals Chronology Historical terms Historical enquiry Significance Cause and consequence | | Events beyond living memory Interpreting history Historical enquiry Historical terms Significance Cause and consequence | Events beyond living memory Change is lifestyle Chronology Time line of castles Historical terms Historical enquiry Interpreting history Cause and consequence | Significant individuals Chronology Historical terms Interpreting history Continuity and change Cause and consequence Similarities and differences Significance |
| Geography | Where we live Locational knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Change Location and place Planning and decision making | Continents Locational knowledge Map skills Using maps Map knowledge Making maps Concepts Cause and effect Change Location and place | Human and physical features Human and physical geography Place knowledge Map skills Using maps Making maps Concepts Cause and effect Change Location and place Planning and decision making | Continents and oceans Hot and cold places Climate change Human and physical geography Map skills Using maps Map knowledge Concepts Change Location and place Cause and effect | Local area - identifying castles Maps and castle plans - defence features Locational knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Change Location and place Planning and decision making | Local features Maps Oceans Aerial photos Locational knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Location and place Planning and decision making |
| Art | Drawing and Painting Self portraits Colour mixing Brush choice Picasso Sculpture Self portraits using natural materials Clay models | Drawing and Painting Dinosaur pictures Paleo Art- Henry de la Beche Textile Dinosaur puppets Sculpture Dinosaur skeletons | Drawing Observational drawings Vincent van Gogh, Kandinsky Hundertwasser Painting/ Printing Season art Sculpture Natural materials | | Printing Shapes- Paul Klee Patterns Castle lino prints, stamps. Drawing and Painting Castle pictures Shields | Textile Sewing flags and money bags. Seaside collage Drawing and Painting Animal art Sculpture Lighthouses |

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| D & T | Design Make Evaluate Designing and making healthy snacks. Technical Knowledge Food and nutrition | Design Make Evaluate Salt dough fossils Dinosaur puppets Technical Knowledge Textiles Mechanisms Materials and structures | Design Make Evaluate Building structures Technical Knowledge Materials and structures Food and Nutrition | Design Make Evaluate STEM Week Design a plane Moving joints Cutting skills | Design Make Evaluate Castle drawbridge with mechanisms and levers. Technical Knowledge Mechanisms | Design Make Evaluate Cutting and sewing pirate money bags Technical Knowledge Textiles Materials and structures |
| PE Get Set for PE | Dance | Fundamentals Gymnastics | Yoga Ball Skills Swimming | Yoga Swimming | Rugby | Sports Day Practice Cricket |
| Computing | <u>Information Technology</u> Technology around us Online safety Logging on <u>Digital Literacy</u> Self identity and image (Y1) | <u>Information Technology</u> Digital Painting <u>Digital Literacy</u> Online relationships (Y1) | <u>Computer Science</u> Moving a Robot <u>Digital Literacy</u> Online reputation (Y1) | <u>Information Technology</u> Book creator Digital photographs(Y2) Digital Writing (Y1) <u>Digital Literacy</u> Online bullying | <u>Computer Science</u> Introduction to animations Scratch Junior Introduction to quizzes <u>Digital Literacy</u> Managing online information | <u>Information Technology</u> Grouping data (Y1) Pictograms (Y2) <u>Digital Literacy</u> Health wellbeing and lifestyle |
| Music Charanga | Hands, Feet, Heart | Ho Ho Ho | I Wanna Play in a Band | Zootime | Friendship Song | Reflect,Rewind and Replay |
| RE Understanding Christianity Theology, philosophy, human science | Creation 1:2 (previous curriculum overview) Who made the world? Being Special - Where do we belong? F4 | Incarnation 1.3 (previous curriculum overview) Why does Christmas matter to Christians? | Judaism (previous curriculum overview) Who is Jewish and how do they live? | Salvation1:5 Why does Easter matter to Christians? | Gospel 1:4 What is the good news that Jesus brings? | What does it mean to belong to a faith community? F5 |
| RSE Jigsaw Year 1 | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

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| Forest School Continued throughout the year: <ul style="list-style-type: none"> • Seasonal Changes • Being Green | Playing and Exploring Rules and boundaries Travel safely over rough terrain Work in a team and communicate clearly Y1 Carry sticks safely Y2 Move logs safely | Prehistoric survival Tools Basic tools Cutting string Peelers Bow saw to cut discs 1:1 Y2 Fire strikers | Plants What plants needs - common plants, structure of plants Planting vegetables, name several plants and understand how to care for them. Trees Know the name of at least 3 common trees | Maps and plotting routes like explorers Geographical skills and navigation Use simple compass directions Directional language Describe the location of features and routes on a map Human and physical features Devise a simple map with a key | Castle banquet Using fire for cooking Y1 Fire safety Gather fuel Eat foods Turning and serving food on the fire Y2 Fire strikers Light cotton wool Help prepare ingredients for the fire | Beach shelters Knots Y1 Basic knots Y2 Overhand knots Half hitch knots to attach structures and tarps to trees Lashing to make frames Shelter building Tripod structures Lean to shelters Y2 Lashing to make a frame |
|--|---|--|--|---|---|--|