|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class 1** | **Term 1** | | | **Term 2** | | | **Term 3** | | **Term 4** | | **Term 5** | | |  |
| Robots | | | Fire! Fire! | | | Growth and  Green Fingers | | Family Album | | The Great Outdoors | | |
| **Lead Subjects** | **Geography** | | | **History** | | | **Science** | | **History** | | **Science** | | |
| |  | | --- | | Hot and cold areas of the world – (YR1 Penguins, Pigs and Possums) | | | | Events beyond living memory - Great Fire of London | | | Plants - basic structure and observing growth over time | | Changes within living memory | | Everyday materials - naming of materials and their properties | | |
| **Science** | | | **Design and Technology** | | | **Design and Technology** | | **Art and Design** | | **Geography** | | |
| Human body and senses | | | Mechanisms - pop ups and simple card levers | | | Food - preparing and combining foods | | Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art | | Fieldwork in the school grounds | | |
| **Music** | | | **Music** | | | **Art and Design** | | **Geography** | | **Design and Technology** | | |
| Experimenting with and creating musical patterns – (YR1 Robots) | | | Using voices expressively - singing songs, speaking chants and rhymes | | | Observational drawings and paintings developed into printmaking | | UK countries and capital cities | | Structures - stability and strength | | |
|  | | | **Science** | | |  | |  | | **Physical Education** | | |
|  | | | Common animals other than humans and their basic structure – (YR1 Penguins, Pigs and Possums) | | |  | |  | | Outdoor and adventurous activities - developing trails | | |
| **Additional Subjects** | **Art and Design** | | | **Art and Design** | | |  | | **Music** | | **Art and Design** | | |
| **Design and Technology** | | |  | | |  | |  | | **Music** | | |
|  | | |  | | |  | |  | |  | | |  |
|  | | |  | | |  | |  | |  | | |  |
| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** | | | | | | | | | | | | | |
| CS - Programming | | | IT - digital research | | | CS / IT - computational thinking | | IT / DL - recognise common uses of IT beyond school / hardware | | IT - digital research   |  | | --- | |  | | | |  |
| **Mathematics** | | | | | | | | | | | | | |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons. | | | | | | | | | | | | | |
| **English** | **English** | | | | | | | | | | | | | |
| Stories with fantasy settings  Poems to learn by heart Recounts | | | Repetitive patterned stories  Poems on a theme  Range of non-fiction texts | | | Classic stories  Instructions  Traditional rhymes | | Traditional tales  Recounts | | Stories with familiar settings  Non-fiction texts: booklets  Traditional rhymes | | |  |
| **RE** | **Religious Education** | | | | | | | | | | | | | |
|  | | |  | | |  | |  | |  | | |  |
| **PE** | **Physical Education** | | | | | | | | | | | | | |
| Gymnastics Unit 1  Attack, Defend, Shoot - Unit 1 | | | Dance  Send and Return - Unit 1 | | | Gymnastics  Run, Jump, Throw - Unit 1  Dance | | Dance  Attack, Defend, Shoot - Unit 2  Send and Return - Unit 2 | | Hit, Catch, Run - Unit 1  Run, Jump, Throw - Unit 2  Hit, Catch, Run - Unit 2 | | |  |
| **Ongoing** | **Science** | | **Geography** | | | **Physical Education** | | | **eSafety** | | | **English** | | |
| Nature and field journals - observations over time of seasonal changes, plants, weather and length of day | | | | | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | | |
| **Year 2** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | |  |
| The Place Where I Live | | | Fighting Fit | | | Explorers | | The Farm Shop | | Wind in the Willows | | |
| **Lead Subjects** | **History** | | | **Science** | | | **History** | | **Science** | | **Science** | | |
| Significant places in their own locality (including schools and playgrounds) | | | Humans - what humans need to survive, human growth and exercise | | | Significant people - Neil Armstrong and Christopher Columbus | | Human health and nutrition; requirements for plant growth (Buckets and Spades) | | Living things and habitats | | |
| **Geography** | | | **Art and Design** | | | **Geography** | | **Design and Technology** | | **Geography** | | |
| Small area of the UK - where I live and play | | | Figure drawing with proportions using wooden figures developed into clay | | | Small area in a contrasting non-European country | | Food - the eatwell plate, where food comes from, principles of a healthy diet | | Seasonal and daily weather | | |
| **Art and Design** | | | **Music** | | | **Design and Technology** | | **History** | | **Design and Technology** | | |
| Drawings and paintings of local area developed into printmaking | | | Rehearse and perform with others, starting and finishing together and keeping a steady pulse | | | Mechanisms - wheels and axles | | Events beyond living memory *or* places in their locality - the seaside then and now - (YR2 Buckets and Spades) | | Textiles - using a template, simple joining, choice of stitches, choice of materials | | |
| **Music** | | |  | | | **Science** | |  | | **Music** | | |
| Listening - experiencing how sounds can be made in different ways | | |  | | | Uses of everyday materials - suitability of different materials for particular uses – (YR2 Buckets and Spades) | |  | | Listening - know how music is used descriptively for a particular purpose | | |
| **Additional Subjects** | **PSHE** | | | **Physical Education** | | | **Music** | | **Art and Design** | | **Art and Design** | | |  |
|  | | |  | | |  | | **Music** | |  | | |  |
|  | | |  | | |  | |  | |  | | |  |
|  | | |  | | |  | |  | |  | | |  |
| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** | | | | | | | | | | | | | |
| IT - sound / multimedia | | | DL - electronic communication | | | CS - computational thinking / programming | | IT - data handling | | IT - presenting information  CS - programming | | |  |
| **Mathematics** | | | | | | | | | | | | | |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons. | | | | | | | | | | | | | |
| **English** | **English** | | | | | | | | | | | | | |
| Stories with familiar settings  Non-chronological reports  Poems on a theme | | | Traditional tales with a twist  Instructions  Story as a theme | | | Stories by the same author  Non-chronological reports  Explanations | | Stories with familiar settings  Persuasion  Riddles  Poems on a theme | | Animal adventure stories  Recount: letters  Classic poems | | |  |
| **RE** | **Religious Education** | | | | | | | | | | | | | |
|  | | |  | | |  | |  | |  | | |  |
| **PE** | **Physical Education** | | | | | | | | | | | | | |
| Gymnastics - Unit 1  Attack, Defend, Shoot - Unit 1 | | | Dance - Unit 1  Send and Return - Unit 1 | | | Gymnastics - Unit 2  Run, Jump, Throw - Unit 1  Dance - Unit 2 | | Dance - Unit 2  Attack, Defend, Shoot - Unit 2  Send and Return - Unit 2 | | Hit, Catch, Run - Unit 1  Run, Jump, Throw - Unit 2  Hit, Catch, Run - Unit 2 | | |  |
| **Ongoing** | **Science** | **Geography** | | | **Physical Education** | | | **eSafety** | | **History** | | | **English** | |
| Nature and field journals - observations of plants and animals in their local environment throughout the year | | | | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | | Black History Month (Rosa Parks/Mary Seacole) | | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class**  **1/2** | **Term 1** | | **Term 2** | | **Term 3** | **Term 4** | **Term 5** | |  |
| The Place Where I live (2) | | Penguins, Pigs and Possums (1) | | Explorers (2) | Growth and Green Fingers (1) | Buckets and Spades (2) | |
| **Lead Subjects** | **Geography** | | **Geography** | | **History** | **Science** | **Science** | |
| Small area of the UK where I live and play | | Hot and cold areas of the world | | Significant people – Neil Armstrong and Christopher Columbus | Plants - basic structure and observing growth over time –YR1  (YR2 The Farm Shop) | Everyday materials - naming of materials and their properties – YR1(The great Outdoors)  Uses of everyday materials - suitability of different materials for particular uses | |
| **History** | | **Science** | | **Design and Technology** | **Art and Design** | **History** | |
| Significant places in their own locality (including school and playground) | | Common animals other than humans and their basic structure – YR1  Living things and their Habitats – (YR2 Wind in the Willows) | | Mechanisms – wheels and axels | Observational drawings and paintings | Events beyond living memory OR places in their locality – the seaside then and now | |
| **Art and Design** | | **Art and Design** | | **Geography** | **Design and Technology** | **Art and Design** | |
| Drawings and Paintings of local area developed into printmaking | | Drawing in pastel developed into 3D using clay | | Small area in a contrasting non-European country | Food – preparing and combining foods | Collage using papers, fabric, materials and driftwood | |
| **Science** | |  | |  | **Music** |  | |
| Nature and field journals - observations over time of seasonal changes, plants, weather and length of day | | Rehearse and perform with others, starting and finishing together and keeping a steady pulse – (YR2 Fighting Fit) |
| **Music** | | **Music** | | **Science** |  |  | |
| Listening – experiencing how sound can be made in different ways | | Listening – experiencing how sound can be made in different ways | | Humans - what humans need to survive, human growth and exercise (YR 2 Fighting Fit)  Human body and senses –(YR1 – Robots) | **Music** |
| **Additional Subjects** | **PSHE** | | **PSHE** | | **Music** |
| **History** | | **History** | |  |
|  | |  | |  |  |  | |  |
|  | |  | |  |  |  | |  |
| **Computing *- Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*** | | | | | | | | |
| IT – Sound/multimedia | | IT – text and images | | CS - programming | CS – Computational thinking | IT - digital research | |  |
| **Mathematics** | | | | | | | | |
| Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons. | | | | | | | | |
| **English** | **English** | | | | | | | | |
| Stories with familiar settings  Non-chronological reports  Poems on a theme | | Stories by the same author  Non-chronological reports  Poems on a theme | | Stories by the same author  Non-chronological reports | Stories with familiar settings  Non-fiction texts: booklets  Traditional rhymes | Story as a theme  Explanations  Poems on a theme | |  |
| **RE** | **Religious Education** | | | | | | | | |
|  | |  | |  |  |  | |  |
| **PE** | **Physical Education** | | | | | | | | |
| Gymnastics - Unit 1  Attack, Defend, Shoot - Unit 1 | | Dance - Unit 1  Send and Return - Unit 1 | | Gymnastics - Unit 2  Run, Jump, Throw - Unit 1  Dance - Unit 2 | Dance - Unit 2  Attack, Defend, Shoot - Unit 2  Send and Return - Unit 2 | Hit, Catch, Run - Unit 1  Run, Jump, Throw - Unit 2  Hit, Catch, Run - Unit 2 | |  |
| **Ongoing** | **Science** | **Geography** | | **Physical Education** | | **eSafety** | | **English** | |
| Nature and field journals - observations over time of seasonal changes, plants, weather and length of day | | | Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children’s learning in PE. | | Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly. | | Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance. | |