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| **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** |
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| 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** |
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| **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

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| **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 settingsPoems to learn by heart Recounts | Repetitive patterned storiesPoems on a themeRange of non-fiction texts | Classic storiesInstructionsTraditional rhymes | Traditional talesRecounts | Stories with familiar settingsNon-fiction texts: bookletsTraditional rhymes |  |
| **RE** | **Religious Education** |
|  |  |  |  |  |  |
| **PE** | **Physical Education** |
| Gymnastics Unit 1Attack, Defend, Shoot - Unit 1 | DanceSend and Return - Unit 1 | GymnasticsRun, Jump, Throw - Unit 1Dance | DanceAttack, Defend, Shoot - Unit 2Send and Return - Unit 2 | Hit, Catch, Run - Unit 1Run, Jump, Throw - Unit 2Hit, 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** |  |  |
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| **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 informationCS - 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 settingsNon-chronological reportsPoems on a theme | Traditional tales with a twistInstructionsStory as a theme | Stories by the same authorNon-chronological reportsExplanations | Stories with familiar settingsPersuasionRiddlesPoems on a theme | Animal adventure storiesRecount: lettersClassic poems |  |
| **RE** | **Religious Education** |
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| **PE** | **Physical Education** |
| Gymnastics - Unit 1Attack, Defend, Shoot - Unit 1 | Dance - Unit 1Send and Return - Unit 1 | Gymnastics - Unit 2Run, Jump, Throw - Unit 1Dance - Unit 2 | Dance - Unit 2Attack, Defend, Shoot - Unit 2Send and Return - Unit 2 | Hit, Catch, Run - Unit 1Run, Jump, Throw - Unit 2Hit, 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. |

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| **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 – YR1Living 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** |  |
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|  |  |  |  |  |  |
| **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 settingsNon-chronological reportsPoems on a theme | Stories by the same authorNon-chronological reportsPoems on a theme | Stories by the same authorNon-chronological reports | Stories with familiar settingsNon-fiction texts: bookletsTraditional rhymes | Story as a themeExplanationsPoems on a theme |  |
| **RE** | **Religious Education** |
|  |  |  |  |  |  |
| **PE** | **Physical Education** |
| Gymnastics - Unit 1Attack, Defend, Shoot - Unit 1 | Dance - Unit 1Send and Return - Unit 1 | Gymnastics - Unit 2Run, Jump, Throw - Unit 1Dance - Unit 2 | Dance - Unit 2Attack, Defend, Shoot - Unit 2Send and Return - Unit 2 | Hit, Catch, Run - Unit 1Run, Jump, Throw - Unit 2Hit, 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. |