

Michael Syddall CofE Primary School – Long term Planning Year 1 and 2

Year B – Autumn Term 1 <sup>st</sup> Half		Overarching question – Why is the ‘Great Fire’ important to London’s history?
Topic		
Curriculum Content	Possible Teaching Ideas	Science
<b>History:</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally (Fire of London)	Build and label Tudor houses and their features. Durham University came into school to run a workshop. Diary entry- how would you feel in the Great Fire of London. Fact file on Thomas Farriner and Samuel Pepys. Acrostic poem. Timeline of the fire.	<b>1<sup>st</sup> half</b> Year 1 – <b>Animals including Humans-</b> Who am I? Year 2 – <b>Materials-</b> Material Monster/ Squash, Bend, Twist, Stretch
		<b>PE</b> <b>1<sup>st</sup> half</b> Year 1 – Locomotion (Running) Gymnastics – Body Parts Year 2 – Locomotion (Dodging) Gymnastics – Linking
Art		Computing
Curriculum Content	Possible Teaching Ideas	Year 1- <b>Unit 1.1</b> Online Safety & Exploring Purple Mash <b>(4 weeks)</b>  <b>Unit 1.2</b> Grouping & Sorting <b>(2 weeks)</b>  <b>Unit 1.9</b> Technology outside school <b>(2 weeks)</b>  Year 2- <b>Unit 2.1</b> Coding <b>(5 weeks)</b>  <b>Unit 2.2</b> Online Safety <b>(2 weeks)</b>
Create and Communicate	(Creating a ‘Great Fire’ silhouette painting- orange background wash/splattting red paint and black silhouette	
Techniques	<b>Painting</b>	
Appreciation of artists	<b>Kara Walker</b> (Artist/designer- contemporary)	<b>MFL</b>
DT		<b>PSHE</b>
Curriculum Content	Possible Teaching Ideas	
Design, Make and Evaluate	(Making a new bakery for Pudding Lane- CAD on PurpleMash) Fruit Snack	Me and My Relationships

	(Creating a fruit snack based on the Great Fire- peeling, cutting, juicing)		
Technical Knowledge	Structure (CAD) Food	<b>RE</b>	
<b>Music</b>		<b>1<sup>st</sup> half</b>	
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>Year 1</b> – What do Christians believe God is like? <b>Year 2</b> – Who do Christians say made the world?	
Composition. Singing. Performing. Listen and appraise.	Learned ‘London’s Burning’, sung in a round, added music to it and wrote own version of song and performed.	<b>Christian Value</b>	<b>FRIENDSHIP/KINDNESS</b>
		<b>British value</b>	<b>INDIVIDUAL LIBERTY</b>
<b>TOPIC LAUNCH OPPORTUNITIES</b>	<b>TOPIC LANDING OPPORTUNITIES</b>	<b>My PB Focus</b>	<b>Y1 - SELF-BELIEF, EMPATHY, CURIOSITY</b> <b>Y2- RESILIENCE, TRUST</b>
Teachers dressed up like a Tudor working bakery. Set up fire scenario with tissue paper, role play etc. Build and label Tudor houses.	Debate- why was it important- what would London be like without it?	<b>OPPORTUNITIES FOR PARENTAL ENGAGEMENT</b>	
		Perform own songs to parents. Parents could come in for the launch when building Tudor houses.	

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Year B – Autumn Term 2 <sup>nd</sup> Half		Overarching question – Where in the world is that?
Topic		
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>Science</b>
<b>Geography</b> -Name and locate the world’s seven continents and five oceans.	Art day – comparing 2 contrasting locations artwork. Diary entry comparing and contrasting 2 locations- New York and Rio. Kahoot quiz to test knowledge. Writing questions, they would like to find out about each continent. Galloping Gallery – writing what they know about each continent after researching. Landmarks in Europe Mapping countries in Europe/different continents.	<b>2<sup>nd</sup> half</b> Year 1 – <b>Seasonal Changes and Materials</b> - Celebrations Year 2 – <b>Animals including Humans</b> - Healthy Me
		<b>PE</b>
		<b>2<sup>nd</sup> half</b> Year 1 – Ball Skills – Hands 1 Dance – The Zoo Year 2 – Ball Skills – Hands 1 Dance – Exploring
<b>Art</b>		
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>Computing</b>
Create and Communicate	(Completing continent collage using layering, folding and crumpling using a variety of mixed media)	Year 1- <b>Unit 1.3</b> Pictograms (3 weeks)
Techniques	Collage	<b>Unit 1.4</b> Lego Builders (3 weeks) Year 2- <b>Unit 2.3</b> Spreadsheets (4 weeks)
Appreciation of artists	Tinga Tinga art. David McEown (Antartica art). Romero Britto (South American pop art). Aboriginal dot work.	<b>Unit 2.5</b> Effective Searching (3 weeks)
<b>DT</b>		<b>MFL</b>
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>2<sup>nd</sup> half</b>
Design, Make and Evaluate	(Designing a basic bag in the style of a place in the world e.g. Kente cloth strips)	<b>PSHE</b>
Technical Knowledge	Textiles	Keeping Myself Safe
		<b>RE</b>

Music		2 <sup>nd</sup> half	
Curriculum Content	Possible Teaching Ideas	Year 1 – Who is Jewish and how do they live? AND Why does Christmas matter? Year 2 – Who is Jewish and how do they live? <b>INC ELEMENTS OF DIGGING DEEPER</b> AND Why does Christmas matter? <i>Digging Deeper</i>	
Listen and appraising. Composition. Performing.	The Haka and Bollywood dancing.	<b>Christian Value</b>	<b>FRIENDSHIP/KINDNESS</b>
		<b>British value</b>	<b>INDIVIDUAL LIBERTY</b>
<b>TOPIC LAUNCH OPPORTUNITIES</b>	<b>TOPIC LANDING OPPORTUNITIES</b>	<b>My PB Focus</b>	<b>Y1 - SELF-BELIEF, EMPATHY, CURIOSITY</b> <b>Y2- RESILIANCE, TRUST</b>
Create collages of each of the 7 continents using different materials, and images of things relating to each continent- clothes, food, animals etc.	Answer the overall question- Galloping Gallery style to show what they have learnt about each continent.	<b>OPPORTUNITIES FOR PARENTAL ENGAGEMENT</b>	
		Parents could attend school on the launch day.	

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Year B – Spring Term 1 <sup>st</sup> Half		Overarching question – Can you compare life with and without technology?
Topic		
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>Science</b>
<b>History:</b> - Pupils will be taught about changes in living memory – where appropriate, these should be used to reveal aspects of change in National life. (Communication/the internet)	Comparing and contrasting old and new toys Asking questions that we would like to know- answered by Mrs Wright Looking and handling olden day toys Observational drawings Timeline of technology Advert for new piece of technology Diary entry- day in the life of a child in the past with no technology Possible trips- Preston Park Museum/ Ripon Workhouse	<b>1<sup>st</sup> half</b> Year 1 – <b>Seasonal Changes</b> - Polar Places Year 2 – <b>Living Things</b> - Our Local Environment
		<b>PE</b>
		<b>1<sup>st</sup> half</b> Year 1 – Ball Skills – Feet 1 Dance – Growing Year 2 – Ball Skills – Feet 1 Dance – Water
<b>Art</b>		<b>Computing</b>
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	Year 1- <b>Unit 1.8</b> Spreadsheets (3 weeks) <b>Unit 1.5</b> Maze Explorers (3 weeks) Year 2- <b>Unit 2.4</b> Questioning (5 weeks)
Create and Communicate	(Using oil pastels/photographs)	
Techniques	Drawing	
Appreciation of artists	Andrew Rae (Artist- illustrator) Romero Britto (Artist/designer- contemporary)	<b>MFL</b>
<b>DT</b>		<b>1<sup>st</sup> half</b>
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	
Design, Make and Evaluate	(Levers and sliders- moving Punch and Judy show)	<b>PSHE</b>
Technical Knowledge	Mechanisms	My Healthy Lifestyle
<b>Music</b>		<b>RE</b>
		<b>1<sup>st</sup> half</b>

Curriculum Content	Possible Teaching Ideas	Year 1 – Time to complete last unit and start next...cross over. Year 2 – What is the good news that Jesus brings?	
Listening and appraising. Singing.	Listen to old fashioned music and compare to music of today. Could perform an olden song- e.g. from the war.	Christian Value	RESPECT/TRUST
		British value	MUTUAL RESPECT
TOPIC LAUNCH OPPORTUNITIES	TOPIC LANDING OPPORTUNITIES	My PB Focus	Y1- HONESTY, GRATITUDE, IMAGINATION Y2- COMMUNICATION
Topic Box of olden toys- handle and observational drawings of them, compared to modern day toys. Guest speaker (Margaret Wright) brought in her old toys and children asked her questions.	Design a new toy for the future using new toy ideas.	OPPORTUNITIES FOR PARENTAL ENGAGEMENT	
		Perform the song to parents. Parents/ grandparents could bring in an olden day toy and share and discuss with children.	

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Year B – Spring Term 2 <sup>nd</sup> Half		Overarching question – Which is the most important – farms or cities?
Topic		
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>Science</b>
<b>Geography:</b> - Understand geographical similarities and differences through studying the human and physical features of the local area and a contrasting area (London).	Trip to Monk Park Farm Human and physical features of a city/farm- compare and contrast Job advert for the role of a farmer Journey of food from farm to fork Answering the question- debating which is more important and why.	<b>2<sup>nd</sup> half</b> Year 1 – <b>Plants and Animals</b> - Where We Live Year 2 – <b>Plants</b> - Young Gardeners
		<b>PE</b>
<b>Art</b>		<b>2<sup>nd</sup> half</b> Year 1 – Ball Skills – Hands 2 Gymnastics- Wide, Narrow, Curled Year 2 – Ball Skills – Hands 2 Gymnastics- Pathways
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>Computing</b>
Create and Communicate	(Collage using different materials- natural and man-made to create 'pop up collage' for cities and flat collage for farms)	Year 1- <b>Unit 1.6</b> Animated Story Books (5 weeks)
Techniques	Collage	Year 2- <b>Unit 2.6</b> Creating Pictures (5 weeks)
Appreciation of artists	Norman Foster (Designer- architect) Lucy Pittaway (Artist- contemporary)	<b>MFL</b>
<b>DT</b>		<b>2<sup>nd</sup> half</b>
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>PSHE</b>
Design, Make and Evaluate	Make a Sandwich (Grow own cress and make home-made sandwich and make bread- compare to shop bought)	My Healthy Lifestyle
Technical Knowledge	Food	<b>RE</b>
<b>Music</b>		<b>2<sup>nd</sup> half</b>
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	Year 1 – Why does Easter matter? Year 2 – Why does Easter matter? <i>Digging Deeper</i>

Listen and appraise. Composition. Singing. Performing.	Old McDonald had a farm. Create a piece of music for a busy city compared to farm.	<b>Christian Value</b>	<b>RESPECT/TRUST</b>
<b>TOPIC LAUNCH OPPORTUNITIES</b>	<b>TOPIC LANDING OPPORTUNITIES</b>	<b>British value</b>	<b>MUTUAL RESPECT</b>
Create a model of a farm and UK landmarks in a city.	Answer overall question/debate – which are more important- farms or cities? Compare and contrast.	<b>My PB Focus</b>	Y1- <b>HONESTY, GRATITUDE, IMAGINATION</b> Y2- <b>COMMUNICATION</b>
		<b>OPPORTUNITIES FOR PARENTAL ENGAGEMENT</b>	
		Trip to the farm. Parents could come in to support children when modelling farms and UK city landmarks.	



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Year B – Summer Term 1 <sup>st</sup> Half		Overarching question – How far can explorers travel?	
Topic			
Curriculum Content	Possible Teaching Ideas	Science	
<b>History</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.	Story map/diary entry about Christopher Columbus journey and how he was feeling when he discovered new land. Mars 1 application form- why should they be considered to go. Newspaper report about Neil Armstrong landing on the moon.	<b>1<sup>st</sup> half</b> Year 1 – <b>Plants and Animals including Humans</b> - On safari Year 2 – <b>Plants, Animals including Humans and Materials</b> - Little MasterChef’s	
		<b>PE</b> <b>1<sup>st</sup> half</b> Year 1 – Athletics – Quad Kids Locomotion- Jumping Year 2 – Athletics- Quad Kids Locomotion- Jumping	
Art		Computing	
Curriculum Content	Possible Teaching Ideas	Year 1- <b>Unit 1.7</b> Coding (6 weeks)	
Create and Communicate	(White paint splats onto black paper and then painting rockets to go on top of this)	Year 2- <b>Unit 2.8</b> Presenting Ideas (4 weeks)	
Techniques	Painting		
Appreciation of artists	Peter Thorpe (Artist- contemporary)	<b>MFL</b> Year 2 Topics to be covered: <i>L’alphabet, Numbers 1-10, Numbers 1-20, Days of the week and colours.</i>	
DT		<b>DT</b>	
Curriculum Content	Possible Teaching Ideas	PSHE	
Design, Make and Evaluate	(Wheels and axels- moving pop up rocket toy/ship)	Me and My Future	
Technical Knowledge	Mechanisms	<b>RE</b>	
Music		<b>2<sup>nd</sup> half</b> Year 1 – Who is Jewish and how do they live? AND Why does Christmas matter? Year 2 – Who is Jewish and how do they live? <b>INC ELEMENTS OF DIGGING DEEPER</b> AND Why does Christmas matter? <i>Digging Deeper</i>	
Curriculum Content	Possible Teaching Ideas	<b>Christian Value</b>	<b>COURAGE</b>
Composition. Performing.	Journey of Christopher Columbus (sounds). Space music- make a soundtrack for the moon landing.	<b>British value</b>	<b>DEMOCRACY/RULE OF LAW</b>
TOPIC LAUNCH OPPORTUNITIES	TOPIC LANDING OPPORTUNITIES	<b>My PB Focus</b>	Y1- <b>COURAGE, FAIRNESS, CONCENTRATION</b> Y2- <b>RESPONSIBILITY, PROBLEM-SOLVING</b>
		<b>OPPORTUNITIES FOR PARENTAL ENGAGEMENT</b>	

Designing and making papier mache space helmet and a cam/lever boat mechanism.	Advert for why they should get to go on the Mars 1 mission and voting who should go.	Parents could come in to help make the space helmet and moving boat during the topic launch.
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Year B – Summer Term 2 <sup>nd</sup> Half		Overarching question – How would you feel if there was only one season?
Topic		
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>Science</b>
<b>Geography:</b> -Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the Poles.	Design clothes for different weathers and suggest why they are appropriate. Compare and contrast different countries and their weather conditions- link to equators.  Diary entry from someone from Catterick Village compared to someone in Townsville, Australia where it is always hot. Weather report Trip to the beach Answer the question- debate about having only one season.	<b>2<sup>nd</sup> half</b> Year 1 – <b>Materials, Plants and Animals including Humans-</b> Holiday Year 2 –
		<b>PE</b>
		<b>2<sup>nd</sup> half</b> Year 1 – Athletics- Sports Day Games for Understanding Year 2 – Athletics- Sports Day Games for Understanding
<b>Art</b>		
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>Computing</b>
Create and Communicate	(Using eva foam to create Sunflowers by Van Gogh. Could create different colours like pop art)	Year 1- Time left over for completion of units or extra time needed on certain units.
Techniques	Printing	Year 2- <b>Unit 2.7 Making Music</b> <b>(3 weeks)</b> Time left over for completion of units or extra time needed on certain units.
Appreciation of artists	Van Gogh (Artist- ableism/historical) Andy Warhol (Artist- contemporary)	<b>MFL</b>
		<b>Year 2 Topics to be covered: L'alphabet, Numbers 1-10, Numbers 1-20, Days of the week and colours.</b> <b>DT</b>
<b>DT</b>		
<b>Curriculum Content</b>	<b>Possible Teaching Ideas</b>	<b>PSHE</b>
Design, Make and Evaluate	Textiles (Creating summer clothes/winter clothes for a teddy- understanding properties) Fruit Smoothie	Me and My Future

	(Make a smoothie based on different colours of the seasons- something blue, something red etc)		
Technical Knowledge	(Using eva foam to create Sunflowers by Van Gogh. Could create different colours like pop art)		
<b>Music</b>		<b>RE</b>	
<b>Curriculum Content</b>		<b>Possible Teaching Ideas</b>	
Singing. Composition, listen and appraise.	Music day- 'Rain, Rain, go away'- creating own weather songs.	<b>2<sup>nd</sup> half</b>	
		<b>Year 1</b> – How should we care for the world and for others and why does it matter? <i>Link to Judaism</i> <b>Year 2</b> – How should we care for the world and for others and why does it matter? <i>Link to Judaism</i>	
		<b>Christian Value</b>	<b>COURAGE</b>
		<b>British value</b>	<b>DEMOCRACY/RULE OF LAW</b>
<b>TOPIC LAUNCH OPPORTUNITIES</b>	<b>TOPIC LANDING OPPORTUNITIES</b>	<b>My PB Focus</b>	<b>Y1- COURAGE, FAIRNESS, CONCENTRATION</b> <b>Y2- RESPONSIBILITY, PROBLEM-SOLVING</b>
Music day – Looking at the seasons and creating music to go with it. Learn and perform 'Rain, Rain, go away'.	Diary entry- answering questions- What would life be like if there was only one season.	<b>OPPORTUNITIES FOR PARENTAL ENGAGEMENT</b>	
		Parents to come in and see the children perform their weather songs.	