

## Slaley First School LTP - Year B

Year 1/2	Autumn	Spring	Summer
Science	<p><b>Yr1-Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>-observe changes across the four seasons</li> <li>-observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>YR1-Plants</b></p> <ul style="list-style-type: none"> <li>- identify basic plants, including deciduous and evergreen trees</li> <li>- identify &amp; compare common animals, including fish, amphibians, reptiles, birds and mammals</li> <li>- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b>YR2- Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>-Differentiate living, dead and non-living.</li> <li>-Living things and their habitats, adapting and interdependence.</li> <li>-Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>-Simple food chains &amp; habitats.</li> </ul>	<p><b>YR1-Everyday Materials</b></p> <ul style="list-style-type: none"> <li>-distinguish between objects &amp; materials</li> <li>-identify &amp; name common materials</li> <li>-describe simple properties of some materials</li> <li>-compare &amp; classify materials based on physical properties.</li> </ul> <p><b>YR2-Materials</b></p> <ul style="list-style-type: none"> <li>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Year 1</b></p> <p>Identify &amp; name basic body parts, associate parts with senses.</p> <p><b>Yr2-Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>-notice that animals, including humans, have offspring which grow into adults</li> <li>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>YR1-Plants</b></p> <ul style="list-style-type: none"> <li>- identify basic plant parts in flowering plants and trees (roots, leaves, flowers, etc.)</li> </ul> <p><b>Plants-Yr2</b></p> <ul style="list-style-type: none"> <li>-observe and describe how seeds and bulbs grow into mature plants</li> <li>-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
	<p><b>Working scientifically - on going across the year</b></p> <ul style="list-style-type: none"> <li>-ask simple questions and recognise that they can be answered in different ways</li> <li>-observe closely, use simple equipment</li> <li>-perform simple tests</li> <li>-identify and classify</li> <li>-use their observations and ideas to suggest answers to questions</li> <li>-gather and record data to help in answering questions.</li> </ul> <p><b>Seasonal Changes-</b> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>		

<p><b>Geography</b></p>	<p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>-use simple fieldwork and observational skills to study geography of their school, its grounds and the key human and physical features of surrounding environment</p> <p><b>Locational knowledge</b></p> <p>-name and locate the world's seven continents and five oceans</p> <p>-name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><b>Place knowledge</b></p> <p>-understand geographical similarities and differences through studying the human &amp; physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><b>Place knowledge</b></p> <p>-understand geographical similarities and differences through studying the human &amp; physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><b>Human and physical geography</b></p> <p>-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 N and S Poles</p> <p>-use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Also key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and fieldwork</b></p> <p>-use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>-use directions (North, South, East and West) locational and directional language to describe the location of features and routes on a map.</p>	<p>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Also key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical fieldwork</b></p> <p>-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 N and S Poles</p>
<p><b>History</b></p>	<p>YR1-changes within living memory.</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
<p><b>Computing</b></p>	<p>Communicate online safely and respectfully. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Understand use of algorithms. Understand use of algorithms. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Create and debug simple programs. Pupils direct a Bee-Bot across a grid to a set destination, learning simple programming and debugging skills. Organise, store, retrieve &amp; manipulate data. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

	Recognise uses of IT outside of school		Use logical reasoning to make predictions			
Art and Design	-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		--learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. -to use a range of materials creatively to design and make products		develop range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
D & T	-design purposeful, functional & appealing products use range of tools & materials to complete practical tasks <b>Cookery:</b> use the basic principles of a healthy and varied diet to prepare dishes.		design purposeful, functional & appealing products use range of tools & materials to complete practical tasks -generate, model & communicate ideas understand where food comes from -use the basic principles of a healthy and varied diet to prepare dishes		-use range of tools & materials to complete practical tasks -evaluate existing products & own ideas -build and improve structure & mechanism	
Music Charanga Music School	<u>Hands, Feet, Heart</u> <i>South African Music</i>	<u>Ho Ho Ho</u> <i>Christmas Song</i>	<u>I Wanna Play in a Band</u> <i>Rock Song</i>	<u>Zootime</u> <i>Reggae</i>	Friendship Song PSHE Link (New unit for 2017/18)	Reflect, Rewind and Replay. Unit of Work that consolidates learning that has occurred during the year. All the learning is focused around the revision of chosen units for a performance, a context for the History of Music and the Language of Music.
	All the learning is focused around one song. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.		All the learning is focused around one song. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.			
	These units have four components: • Listen and Appraise. • Musical Activities - see the activity manual (embed the interrelated dimensions of music through games, singing, playing instruments, improvising and composing). • Perform and share. • Extension Activities (including cross-curricular material).					
R.E.	<b>Christianity</b> <b>What do Christians think about God?</b> Introduces the concept of God and what Christians believe	<b>Christianity</b> <b>What do Christians believe happened at Christmas?</b>	<b>The Jewish Faith</b> <b>What do Jewish people believe and use to practice their Faith?</b> Focusses on the artefacts, worship and stories that the Jewish Faith is based on.	<b>Christianity</b> <b>Easter</b> <b>Finding out why Easter is important to Christians</b>	<b>The Hindu Faith</b> <b>What do Hindu people believe and how do they practice their Faith?</b> Focusses on the artefacts, worship and stories that the Hindu Faith is based on	
	Based on the Agreed Syllabus of		Northumberland County Council ( SACRE)			
PSHE/RSE	<b>Relationships &amp; valuing differences:</b> To recognise how their behaviour affects other people. To listen to others, play and work		<b>Safer Lifestyle:</b> Learn how to make simple choices that improve their health and wellbeing. Learn that all household products, including medicines, can		<b>Relationships:</b> To realise that people and other living things have needs, and that they have responsibilities to meet them.	

	cooperatively. To identify and respect the differences and similarities between people. To recognise that family and friends should care for each other. Develop an awareness of safe computer use.		be harmful if not used properly. Learn rules for, and ways of keeping safe, including basic road safety, and about people who can help them to keep safe. To realise that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.		To learn about what improves and harms their environment and about some of the ways people can look after it. Recognise and deal with feelings in a positive way. Learn how to maintain personal hygiene.	
	Friendships		SATs Preparation- Perseverance, determination		Y1: Family Y1 - Body Parts / Y2 - Naming body parts Y2 - Differences: boys & girls Y2 - Differences: male & female	
	Learn basic skills for keeping themselves healthy and safe and for behaving well. Have opportunities to take some responsibility for themselves and their environment. Begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others. Learn social skills such as turn taking, sharing and helping. Learn how to resolve simple arguments. Learn about healthy lifestyles through associated curriculum work and after school clubs.					
P.E.	<b>Fundamental Skills</b> Focuses on the basic skills that pupils need to master in order to access other areas of the PE curriculum	<b>GAMES : Football</b> Introduction to passing and kicking skills within the context of small games based on Football	<b>Gymnastics</b> Develops the pupils' different Skills required whilst developing flexibility, balance and co-ordination	<b>Games: Hockey</b> Introduces the skill of using equipment in a small team game situation. Focuses on using the Hockey stick correctly and on passing skills	<b>Games: Tennis</b> Focuses on the basic skills of using the racket correctly and hitting the ball accurately	<b>Athletics</b> Focuses on developing pupils' running style and introducing different techniques such as throwing and jumping
	<b>Swimming</b> Taught by specialist swimming teachers	<b>Swimming</b> Taught by specialist swimming teachers	<b>Real PE : Unit Four</b> Focusing on the core skills that pupils need to acquire: Agility, balance and co-ordination	<b>Dance</b> Using the key skills of agility, balance and co-ordination to create movement to music.	<b>Real PE: Unit Five</b> Focusing on the core skills that pupils need to acquire: Agility, balance and co-ordination	<b>Athletics</b> Focuses on developing pupils' running style and introducing different techniques such as throwing and jumping