

Slaley First School LTP - Year A

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

Geography	<p>_ Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -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 -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>Yr1-Locational knowledge</p> <ul style="list-style-type: none"> -name and locate the world's seven continents and five oceans -name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -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 -use directions (North, South, East and West) locational and directional language to describe the location of features and routes on a map 	<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>Geographical fieldwork</p> <ul style="list-style-type: none"> -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>Place knowledge</p> <ul style="list-style-type: none"> -understand geographical similarities and differences through studying the human & physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>(Swallows arriving - Migration)</p>
	<p>Locational knowledge - name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> -name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Geographical skills and fieldwork -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> <ul style="list-style-type: none"> -use directions (North, South, East and West) locational and directional language to describe the location of features and routes on a map 		
History	<p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	<p>YR1-changes within living memory.</p> <ul style="list-style-type: none"> -the lives of significant individuals in the past who have contributed to national and international achievements. <p>Invention and discovery of rubber.</p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Holidays and how they have changed.</p>
Computing	<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>Recognise uses of IT outside of school (emergency services equipment)</p>	<p>Create and debug simple programs.</p> <p>Pupils direct a Bee-Bot across a grid to a set destination, learning simple programming and debugging skills.</p> <ul style="list-style-type: none"> -Use logical reasoning to make predictions <p>Understand use of algorithms - understand what algorithms are; how they are implemented as programs on digital devices; and that programs</p>	<p>Recognise uses of IT outside of school.</p> <p>Booking Holidays.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>

			execute by following precise and unambiguous instructions			
Art and Design	to use a range of materials creatively to design and make products Design cape and belt and vest (for a superhero)		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 develop range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
D & T	to use a range of materials creatively to design and make products use range of tools & materials to complete practical tasks <u>Cookery</u> – use the basic principles of a healthy and varied diet to prepare dishes		build and improve structure & mechanism Make an igloo -generate, model & communicate ideas		understand where food comes from -evaluate existing products & own ideas	
Music Charanga Music School	<u>Hey you!</u> <u>Hip-Hop</u> 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.	<u>Rhythm In The Way we Walk and Banana Rap</u> <u>Reggae & Hip Hop</u> All the learning is focused around these two songs.	<u>In the groove</u> <u>Different styles</u>	<u>Round and Round</u> <u>Bossa Nova Latin style</u>	<u>Your Imagination</u>	<u>Reflect ,Rewind and Replay.</u> 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.
	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.	Christianity How do we show we belong to different communities? How do Christians show they belong to their community? Focusing on understanding what it means to belong to something and how people	Christianity Why is Christmas important to Christians? Looking at many aspects of Christmas that are important to Christians.	Christianity How do Christians practice their faith? Looking at how Christians practice their faith, worship and artefacts.	Christianity Who is Jesus and why is he so important to Christians? Focuses on the stories in the Bible that tell us about Jesus and his friends.	Islam What do Muslims believe and how do they practice their Faith? Focuses on where Muslims practice their faith, artefacts they use and how they pray.	Islam What do Muslims believe and how do they practice their Faith? How Muslims show that they belong to their faith.

	show that they are part of a community.			Also looking at the importance of Easter.		
	Based on the Agreed Syllabus of Northumberland County Council (SACRE)					
PSHE/RSE	Diversity (confidence, responsibility & ability): To recognise likes/dislikes, what is fair/unfair, and what is right/wrong. To share opinions and explain views. To recognise, name and deal with their feelings in a positive way. To think about themselves, learn from experiences and recognise what they are good at. Learn how to set simple goals. Develop an awareness of safe computer use.		Citizenship – anti-bullying: To take part in discussions with one person and the whole class. To take part in simple debate. To recognise choices they can make and the difference between right and wrong. To agree to follow class rules, and understand how rules help them. To realise that they belong to various groups and communities such as family and school. Learn rules for, and ways of keeping safe, including basic road safety, and about people who can help them to keep safe.		Healthy Lifestyle (Choices & Changes): Learn how to make simple choices that improve their health and well-being. Learn how to maintain personal hygiene. Learn about the process of growing from young to old and how people’s needs change.	
	Y2 - Looking after the body Y1 - Myself and others		Y1 - Friendships Y2 - Everybody needs caring for		Y1 - Choices	
	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.	Fundamental skills Focuses on the basic skills that pupils need to master in order to access other areas of the PE curriculum	Games :Tag Rugby Introduction to passing and throwing skills within the context of small games based on Tag Rugby	Gymnastics Introduces the pupils to the different skills required whilst developing flexibility, balance and co-ordination	Games: Netball Continues to develop pupils throwing and catching skills and participation in small team games	Games : Cricket Introduces the skill of using equipment in a team game situation. They continue to develop and use throwing and catching skills in a different games context	Athletics Focuses on developing pupils running style and introduces different techniques such as jumping
	Swimming Taught by specialist swimming teachers	Swimming Taught by specialist swimming teachers	Real PE : Unit One Focusing on the core skills that pupils need to acquire,; Agility, balance and co-ordination	Real PE : Unit Two Focusing on the core skills that pupils need to acquire,; Agility, balance and co-ordination	Real PE : Unit Three Focusing on the core skills that pupils need to acquire,; Agility, balance and co-ordination	Athletics Focuses on developing pupils running style and introduces different techniques such as jumping

