

WATERHOUSES CE (VC) PRIMARY SCHOOL  
**YEAR 1/2 LONG TERM PLAN 2018 - 2019**

	Autumn 1 8 wks	Autumn 2 7 wks	Spring 1 6 wks	Spring 2 7 wks	Summer 1 4 wks	Summer 2 7 wks
<b>TOPIC TITLE</b>	<b>Paint Me A Picture</b>	<b>Let's Remember</b>	<b>Once Upon A Time</b>	<b>Great and Ghastly Events</b>	<b>Amazing Places and Spaces in the UK</b>	<b>Oh I do like to be beside the Seaside!</b>
<b>Entry point</b>	Creating pictures in the style of a famous artist	Creating bonfire pictures to music	Visit to Tamworth Castle	Visit from local fire station	Walk around local area	Beach day/picnic
<b>Exit point</b>	Visit to Gladstone Pottery Museum	Christmas Fayre – Selling handmade products	Presentation of work	Baking bread	Art gallery	Puppet Theatre performance for parents
<b>VALUE</b>	<b>Respect (Give)</b>	<b>Peace (Give)</b>	<b>Trust (Question)</b>	<b>Friendship (Explore)</b>	<b>Courage (Explore)</b>	<b>Responsibility (Succeed)</b>
<b>Curriculum Enrichment Visits/Visitors</b>	Harvest Festival Grandparents' Day Democracy Week	World Diabetes Day/Children in Need Diwali Bonfire Night/Guy Fawkes Visit to local Cenotaph Advent Christmas Play Pantomime Church- carol service Christmas Fayre	Chinese New Year Internet Safety Day Pancake Day/Ash Wednesday	World Book Day British Science Week Easter Comic Relief	St George's day	Sports Day/Summer fayre Beach day- picnic and beach games Puppet theatre performance
<b>Numeracy</b>	Y1-Number- place value within 10, addition, subtraction within 10  Y2 – Number – place value and addition and subtraction	Y1- Number place value within 20, Measurement – Money  Y2- Measurement – Money Number – multiplication and division.	Y1- Addition and Subtraction within 20. Place value within 50 Geometry - Shape  Y2 – Number – multiplication and division; Statistics and Geometry – Properties of shape	Y1 – Number – multiples of 2, 5 and 10. Measurement – length and height, weight and volume  Y2 – Number – Fractions Measurement – length and height	Y1 – Number – multiplication and division, fractions  Y2 – Geometry – position and direction; Number – problem solving and efficient methods.	Y1 – Geometry – position and direction; Number – place value within 100; Measurement –time  Y2 – Measurement – Time, mass, capacity and temperature.

<p><b>English – Writing</b></p> <p>(ongoing- each term choose a significant poem to learn and perform off by heart)</p> <p>15 minutes dedicated grammar teaching daily</p>	<p><b>Poetry_</b> –The Senses</p> <p><b>Fiction-</b> Stories in familiar settings</p> <p><b>Non-fiction</b> – Information texts</p>	<p><b>Poetry</b>– List poems (link to Remembrance)</p> <p><b>Fiction – WW1 story</b></p> <p><b>Non-fiction</b> – Instructions <b>Texts (D&amp;T link)</b></p>	<p><b>Poetry-</b> Traditional poems</p> <p><b>Fiction-</b> Traditional Stories – fairy stories (link to castles)</p> <p><b>Non-fiction</b> – Use traditional stories to create Instructions and lists (D&amp;T link)</p>	<p><b>Poetry_</b>– Fire poems</p> <p><b>Fiction_</b> Toby and the Great Fire of London</p> <p><b>Non-fiction – Recounts (Newspaper reports/diaries)</b></p>	<p><b>Poetry</b> - Playing with language</p> <p><b>Fiction-</b> Humorous stories</p> <p><b>Non-fiction</b> – Information texts (link to local area)</p>	<p><b>Poetry_</b>The Sea</p> <p><b>Fiction-</b> Different stories by the same author – Katie Morag</p> <p><b>Non-fiction-</b> Letters to Katie Morag/ Mairi Hedderwick/Postcards</p>
<p><b>English-Reading</b></p>	<p>Daily 20 minutes differentiated phonics and spelling work</p> <p>Daily 20 minutes reading sessions with two focussed guided groups each day</p> <p>Y2 -Accelerated Reader - Pupils take quizzes and earn rewards for the books they read at home/in school and for their reading progress.</p> <p>Listen to traditional tales. Children need to listen to and tell stories often so as to internalise the structure.</p> <p>Listen to a range of texts.</p> <p>Listen to and learn poems off by heart</p> <p>Listen to short novels over time (daily story to be read to the children)</p> <p>Become familiar with a wide range of texts of different lengths.</p> <p>Termly Author Focus and termly celebrations of reading (world book day, most improved reader etc)</p> <p>Discuss class texts and own reading books.</p> <p>Use the class and school libraries</p>					
<p><b>RE (Year B)</b></p>	<p>Understanding Christianity God. What do Christians believe God is like?</p> <p><i>Harvest</i></p>	<p>Why is the symbol of light important in religious festivals? (Link Hannukah, Diwali and Christmas)</p> <p>Understanding Christianity – Incarnation Why does Christmas matter to Christians?</p> <p><i>Remembrance</i></p>	<p>Who was Moses? Link to Jewish festival of Pesach (Passover)</p>	<p>Understanding Christianity – Salvation</p> <p>Why does Easter matter to Christians?</p>	<p>What can we learn from a synagogue?</p>	<p>Understanding Christianity – Gospel What is the good news that Jesus brings?</p>

<p><b>PSHCE/ British Values</b></p>	<p><i>Rule of law, democracy, individual liberty and mutual respect –</i></p> <p>Democracy week – voting for school council, new class and school rules, new beginnings, keeping promises).</p> <p><i>Living in the Wider World - Me and my school</i></p> <p><i>Health and Wellbeing</i> Happy and healthy me.</p> <p><i>Value – Respect</i></p>	<p><i>Tolerance of those with different faiths and beliefs –</i> Hannukah, Diwali and Fireworks, Advent</p> <p><i>Mutual Respect/ Relationships-</i> Anti-bullying Week</p> <p><i>Health and Wellbeing-</i> World Diabetes Day Medicines.</p> <p><i>Living in the Wider World –</i> Me and my safety. People who help us.</p> <p>Keeping safe – fire safety Road safety</p> <p><i>Value –</i></p>	<p><i>Tolerance of those with different faiths and beliefs –</i> Chinese New year</p> <p><i>Relationships /Living in the Wider world-</i></p> <p><i>Value –</i></p>	<p><i>Individual liberty and mutual respect-</i></p> <p><i>Living in the Wider world/ Mutual Respect-</i> Comic Relief</p> <p><i>Relationships/Mutual Respect-</i> Me and my relationships</p> <p><i>Value –</i></p>	<p><i>British Values-</i> St Georges Day</p> <p><i>Living in the Wider world/ Mutual Respect-</i> Me and other people</p> <p><i>Value -</i></p>	<p><i>Tolerance of those with different faiths and beliefs/mutual respect</i></p> <p><i>Living in the Wider world/ Mutual Respect-</i> Me and the world</p> <p><i>Value –</i></p>
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<p><b>ICT</b></p>	<p><b>Online Safety:</b> Abc searching</p> <p><b>Getting to know the computer</b> – use a range of applications and devices in order to communicate ideas, work and messages.</p>	<p><b>Online Safety</b> – Sending email and participate in class social media accounts. Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p><b>Creating pictures</b> – bonfire night. Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<p><b>Online Safety</b> – Internet Safety day</p> <p><b>Programming</b> –</p>	<p><b>Online Safety</b> – Follow the digital trail</p> <p><b>Word processing</b> – using a word processor do develop presentation skills</p>	<p><b>OnlineSafety</b> – My Creative Work / Sites I Like</p> <p>Programming using Scratch jnr.</p> <p>Using a digital camera – photostory. Use a range of applications and devices in order to communicate ideas, work and messages.</p>	
<p><b>SCIENCE</b> (work scientifically-ongoing)</p> <p>(seasons and associated weather, growing plants ongoing)</p>	<p><b>As scientists we will -- understand animals and humans.</b> To identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>To describe and compare the structure of a variety of common animals.</p>	<p><b>As scientists we will -- understand light and seeing.</b></p> <p>To observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</p> <p><b>To understand electrical circuits.</b> To identify common appliances that run on electricity.</p> <p>To construct a simple series electrical circuit.</p>	<p><b>As scientists we will - - investigate everyday materials.</b> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>As scientists we will -- investigate materials</b></p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses</p>	<p><b>As scientists we will -- understand plants</b></p> <p>To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>As scientists we will -- investigate living things</b></p> <p>To explore and compare the differences between things that are living, that are dead and that have never been alive.</p> <p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>

<p><b>GEOGRAPHY</b></p>	<p><b>As geographers, what can you find out about... the places our artists visited?</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p><b>As geographers, can you find out where... the battlefields of WW1 were?</b></p> <p>Use world maps, atlases and globes to locate the battlefields and to find out which continent they were in.</p>	<p><b>As geographers, where is the best place to build a castle?</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features, use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use compass features.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>	<p><b>As geographers, we will find out about where the Great Fire of London and the sinking of the titanic took place?</b></p> <p>London- Location? Is it a city? What is a city like?</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>As geographers what can you find out about...Waterhouses and the United Kingdom?</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features, use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p><b>As geographers, what can you find out about.....the key features of a coastal area?</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features, use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>
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<b>HISTORY</b>	<p><b>As historians, we will find out about the lives of significant individuals in Britain's past and our local area?</b></p> <p>As explorers - Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Understanding chronology-</p> <p>Communicate historically</p>	<p><b>As historians, we will be finding out about World War 1 and 2 and the importance of Remembrance Day.</b></p>	<p><b>As historians, we will find out about the importance of castles and castle life.</b></p> <p>Be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Be taught about significant historical events, people and places in their own locality.</p>	<p><b>As historians, we will be finding out about significant events in the past.</b></p> <p>Time travellers – Queen's Coronation (democracy week), The Great Fire of London and the sinking of the Titanic.</p> <p>Be taught about events beyond living memory that are significant nationally.</p> <p>Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p><b>As historians, we will find out about seaside holidays in the past. How do they compare to holidays now?</b></p> <p>Compare aspects of life, identifying similarities and differences between different periods.</p>
<b>PE</b>	<b>Swimming/Multi-skills/Throwing and catching</b>	<b>Swimming/Dance</b>	<b>Swimming/Gymnastics</b>	<b>Swimming/Gymnastics</b>	<b>Swimming/Target and invasion games</b>	<b>Swimming/Athletics</b>
<b>DT</b>		<p><b>As design technologists we will investigate... Electricals and electronics</b></p> <p>Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</p> <p>Design products that have a clear purpose and an intended user.</p>	<p><b>As design technologists we will investigate... Mechanics-</b></p> <p>Winding mechanisms-how drawbridges work. Investigate castles-size, shape, structure – maths link</p>	<p><b>As design technologists we will investigate... Construction/Materials</b></p> <p>To cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest cm. – maths link</p>		<p><b>As design technologists we will investigate... Textiles –</b></p> <p>To shape textiles using templates.</p> <p>To join textiles using running stitch.</p> <p>To colour and decorate textiles using a number</p>

		<p>Make products, refining the design as work progresses.</p> <p>Use software to design.</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>		<p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.-</p> <p>Demonstrate a range of joining techniques such as gluing, hinges or combining materials to strengthen - Tudor houses.- science link</p>		<p>of techniques (such as dyeing, adding sequins or printing) – puppets for a Theatre show.</p>
<b>ART</b>	<p><b>As artists we will ...know</b> about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Look at work of Vincent Van Gogh and Clarice Cliff.</p> <p>Draw lines of different thickness.</p> <p>Colour own work neatly following the lines.</p> <p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p>	<p><b>As artists we will explore... Sculpture – Remembrance project</b></p> <p>Use a combination of shapes.</p> <ul style="list-style-type: none"> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<p><b>As artists we will ...take inspiration from the Greats (classic and modern)</b></p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, tone, pattern, texture, line, shape, form and space.</p>		<p><b>As artists we will create a collage of the local area.</b></p> <p>To use a combination of materials that are cut, torn, and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create a texture.</p>	
<b>MUSIC</b>	<p>Saint Saen's Carnival of the Animals</p>	<p>Performance (singing)- Christmas play</p>	<p>Round and Round : Music, film music and a mash-up of Dance and Jazz music.plus Action songs –eg: Marching band Different places : Castles / dragon song/ The dragon who ate our school</p>	<p>London's Burning - the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments</p>	<p>Rhythm in the way we walk : Reggae and Hip hop – Songs linked to music foundations Songs liked with Healthy living for keeping fit :Me and my body; Ready set go You need sleep</p>	<p><u>Reflect, Rewind and Replay</u></p> <p>Consolidates learning from the year plus</p> <p>Link with songs : Cockles and mussels</p>

						On the sea shore
<b>SMSC Multicultural opportunities</b>	<p><b>Question-</b> What if art helped to communicate feelings, thoughts and beliefs?</p> <p><b>Explore –</b> famous explorers/artists. What impact did they have on the world?</p> <p><b>Give -</b> Raising money for charity- World Diabetes Day Remembrance Children in Need</p>	<p><b>Question -</b> What would the world be like without light?</p> <p><b>Explore –</b> Festivals of light – Hannukah, Diwali and Advent.</p>	<p><b>Question -</b> Can you right historical wrongs?</p> <p><b>Explore –</b> Design symbols about self and use to create a shield as knights did of old.</p> <p><b>Explore –</b> Chinese New Year</p>	<p><b>Question-</b> What are the Easter traditions around the world.</p> <p><b>Explore –</b> Exploring the work of firefighters?</p> <p><b>Give -</b> Raising money for charity- Comic Relief</p>	<p><b>Question –</b> Does the local area meet the needs of the people?</p> <p><b>Explore –</b> Finding out about and developing respect for the public institutions and services in the uk.</p> <p><b>Explore –</b> Further tolerance and harmony between different cultural traditions in the uk to develop an appreciation of and respect for their own and other cultures.</p>	<p><b>Question-</b> How do we feel when we hear stories of bravery and courage?</p> <p><b>Explore –</b>Explore the work of the coastguards/lifeguards.</p> <p><b>Give –</b> Share stories of different family holiday experiences. Share beach picnic to show experiences may be different but we all share the same features, needs, hopes and aspirations.</p> <p>Sports Day</p>