









Stocksbridge NI School Long Term Plan Cycle A 2022-2023







	Summer 1	Summer 2
Theme	Panic on Pudding Lane	Living things and their habitats
Sensational Start	Visit to Eyam	
Fabulous Finish	Burning Pudding Lane (contact fire service)	Visit to Wetlands
SMSC and values		
Online safety  Staying Safe	Living in the Wider World News and Information N1 Content Creators N2- scary news	Recap Time to address any current issues that might be happening in class/school (e.g. age restrictions on games, chatting to strangers online, watching inappropriate videos)
Being a Mathematician 	Y1 Number: Multiplication & Division (Reinforce multiples of 2,5,& 10 to be included) Number: Fractions Geometry: Position & Direction	Y1 Number: Place Value (within 100) Measurement: Money Measurement: Time
	Y2 Geometry: Position & Direction Problem solving & efficient strategies	Y2 Geometry: Position & Direction Problem solving & efficient strategies
Being a Writer and a Reader	Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Recount Y1 Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' first, next, after, when.

	<p>Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>; listen to other's recounts and ask relevant questions. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p> <p>Y2 Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p> <p>Poetry</p>
<p>Being a Scientist</p>  <p>THE SCIENTIST</p>	<p>Perform an experiment based around placing coins in vinegar (which was used as a disinfectant and a repellent during the plague times)</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p>Year 1 Pupils should be taught to: -distinguish between an object and the material from which it is made -describe the simple physical properties of a variety of everyday materials</p>	<p>Year 1 Animals including humans Pupils should be taught to: - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets</p> <p>Year 2 Living things and their habitats Pupils should be taught to: - explore and compare the differences between things that are living, dead, and things that have never been alive - 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>-compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Year 2 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Investigating materials that are combustible- link to Great Fire of London. Burn the children's house creations.</p>	<p>- identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Aim: Children should explore the world around them and raise their own questions . To communicate scientifically how creatures survive in our local area and beyond.</p>
<p>Being a Historian</p> 	<p>Understand the ways in which we find out about the past. Events beyond living memory that are significant Significant individuals- Reverend Mompesson, Samuel Pepys</p> <p>To know why Samuel Pepys and Reverend Mompesson are important. To know what changed after The Great Fire of London to stop it from happening again.</p>	<p>N/A</p>
<p>Being a Geographer</p> 	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand the human and physical differences through studying the human and physical geography of a small area of the UK.</p> <p>Use simple fieldwork and observational skills to study Eyam. Identify features of the landscapes – hills, valley, village, cottage, church, field, stiles etc</p> <p>To know a small area of the UK.</p> <p>To know the features of a rural environment To draw a simple map, label features and use and create a simple key.</p>	<p>N/A</p>

<p>Being a Computer User</p> 	<p><u>Year 1</u> Computational Thinking + Programming 5 5.1 What is a program? LEARNING OBJECTIVE: I understand that computers are controlled by humans. We program computers to make them do things by giving them instructions</p> <p><u>Year 2</u> 5.2 How do I improve my programs? LEARNING OBJECTIVE: I understand that the order of commands in a program is important. Debugging is an important part of improving our programs.</p>	<p>Communicating - Multimedia Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Present information and use multimedia to create a Stop Start animation film using an iPad based on our science or DT work</p>
<p>Being a Designer</p> 		<p>Explore and evaluate a range of existing products- bird feeders and boxes</p> <p>Evaluate their own ideas against products and design criteria</p> <p>Design: a purposeful and functional product based on a design criteria Make- select and use a range of tools and equipment for cutting, shaping and joining Evaluate: Evaluate their own ideas against the design criteria.</p> <p>To create a functional wooden bird feeder or bird box.</p>
<p>Being a Musician</p>		<p><u>Year 1</u></p> <p>Learn, practise and perform a range of songs in different musical styles. Children will explore sound and create a story as part of a composition activity. To continue the development of musicianship skills including pulse, rhythm and pitch. To listen and</p>

			<p>respond to a wide range of music genres and styles. To develop composition and improvisation skills.</p> <p>Year 2 To further explore composition and improvisation. Learn a range of songs on the glockenspiel using up to five notes. Discuss how the natural world influences music. To listen and respond to a range of songs. Discuss the range of musical features heard including dynamics, tempo and pulse. Learn, practise and perform a range of songs.</p>	
<p>Being an Artist</p> 	<p>To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>To produce a creative piece of artwork that records their experience. Individual piece- using a sketched landscape to develop a painting. To know foreground, mid-ground, background. KS1 piece- multimedia map of Eyam to go in corridor. Each class to produce a different part.</p>		<p>To use drawing to develop observational skills to draw plants and leaves. To develop a wide range of art and design techniques in using, pattern, texture, line, shape through tile printing.</p> <p>To produce a tile print (Deb Watson style) of flowers/petals/leaves</p>	
<p>Being a Sportsperson</p> 	<p>Indoor PE</p> <p>Year 1 Complete P Games For Understanding Understanding the principles of attack/defence Applying attacking/ defending principles into a game Consolidate attacking/defending</p>	<p>Outdoor PE</p> <p>Year 1 Complete PE: Locomotion: Jumping Recap jumping Develop jumping Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game</p>	<p>Indoor PE</p> <p>Year 1 Complete PE Health and Wellbeing Introduce and explore agility Introduce and explore balance Introduce and explore coordination: Bouncing, rolling and throwing</p> <p>Year 2</p>	<p>Outdoor PE</p> <p>Year 1 Complete PE: Team Building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork</p>

	<p>Year 2 Complete PE Games For Understanding Attacking/defending as a team Understanding the transition between defence and attack Create and apply attacking/defensive tactics</p>	<p>Year 2 Complete PE: <u>Locomotion:</u> <u>Jumping</u> Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations</p>	<p>Complete PE: Health and Wellbeing Consolidate agility Consolidate balancing: Explore balancing on apparatus Introduce and explore coordination: Dribbling and kicking</p>	<p>Year 2 Complete PE: <u>Team Building</u> Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork</p>
<p>Studying Religions</p> 	<p>Y1 Re-tell two different stories about Jesus – one in pictures, one in drama (The lost coin and Jesus and the ten lepers). Compare the stories and think about what Christians today learn from the stories. Ask and answer questions about religious stories. Think about and respond to 'big questions' about the stories (link to Philosophy for Children)</p> <p>Y2 Recall facts about what Muslims do at home when praying? Understand why a prayer mat and the Quran and stand are important to Muslims. Think about and reflect which room and which objects are special to them.</p>	<p>Y1 Respond to stories about Jesus – Baptism of Jesus, the Lost Sheep, Healing a blind person. Talk about the values of the characters in the stories. Understand these stories are from the Christian religion. Ask and answer questions about religious stories. Think about and respond to 'big questions' about the stories (link to Philosophy for Children)</p> <p>Y2 Retell the story of Jonah and the Whale. Understand how prayer helps Christians. Think about and reflect how they show they are sorry.</p>		