



BWJPS
Year 1/2 Long Term Plan 2021-22 (Odd years)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Taught through topic and whole texts.					
Writing Expectation to: Plan, draft, edit, redraft & publish Persuade/Poem, Inform, Entertain	Poem - Seaside acrostic E – Retell the story of Grace Darling (H) E - Postcard to lighthouse keeper	P- Speech to persuade people that Edith Cavell was a hero (H) I -Recount – Trip to war memorial (H) E – Character description of Julian (from Julian is a mermaid)	P – Newsflash - Speech from the wolf about his true character E – Letter to the Wolf E – Diary about the Great Fire (H)	Poem – about animals from different habitats (Arctic, desert etc.) (S) I – Instructions on how to build a house E – Fairy tale with an alternative ending	I – Fact file about giraffes (G/S) E – character description Atir E - Retell Handa's surprise	P - Monologue from Zeraffa to the Pasha to send her home Poem – based on the Twits E – Retell story as Atir E- Recount school trip
Reading	The Lighthouse Keeper's lunch – Rhonda Armitage Olga da Polga – Michael Bond Julian is a mermaid- Jessica Love The snail and the Whale – Julia Donaldson Whole class guided reading – VIPERS		The three little wolves and the big bad pig - Eugenios Trivizas Out and About (A first book of poems) – Shirley Hughes The Story of the Great Fire of London – Jill Atkins Mr Wolf's Pancakes – Jan Fearnley Whole class guided reading – VIPERS		Zeraffa Giraffa - Dianne Hofmeyr Anna Habiscus – Atinuke Handa's Surprise – Eileen Brown The Twits - Roald Dahl The Ugly Five - Julia Donaldson Whole class guided reading - VIPERS	
YR - Speaking and Listening	They can listen in a larger group, for example, at assembly. Children show some awareness of the listener by making changes to language and non-verbal features		Children show some awareness of the listener by making changes to language and non-verbal features		Deconstructed role play – enhancement	
Spelling, punctuation & grammar (SPAG) Word structure Sentence structure Text structure Punctuation	Y1	Year 1 & 2 word lists and associated spellings Begin to write simple sentences with capital letters, full stop and spaces Begin to practice handwriting skills. Arrange letters in alphabetical order Begin to understand the past-tense 'ed' Form plurals with '-s' and '-es' Punctuate simple sentences Begin to understand what contractions are and mean Use capital letters for names Begin to use prefix 'un-', plurals and question marks Begin to use '-ed', '-est', question and exclamation marks Use phonic knowledge to explore rhyming words	Year 1 & 2 word lists and associated spellings Begin to understand and use '- ing' Read and spell common exception words Begin to use '-er', '-est' for adjectives and '-s', '- es' for nouns Use capital letters appropriately Begin to combine sentences using and. Begin to understand the role of the apostrophe Use sentences with and Re-read work for sense Can form letters correctly	Year 1 & 2 word lists and associated spellings Use phonic knowledge for spelling Use the pronoun I Use describing words to provide detail Use some suffixes Apply spelling rules Re-read for sense Can use knowledge of spelling, punctuation and grammar to sequence sentences Learn new vocabulary and use it. Write the days of the week Use describing words Write the days of the week and digits 0–9 Use the prefix 'un-		
	Y2	Formation of nouns using suffixes Add detail with adjectives Adverbs to add detail Subordination and co-ordination Statement, question, exclamation, command Consistent use of tense Progressive verbs Capital letters, full stops, question marks Form plurals with '-s' and '-es'	Adjectives using suffixes Use precise nouns Generalisers to inform Expanded noun phrases Add adjectives and adverbs to sentences Subordinating conjunctions Progressive verbs (present and future tenses) Commas to separate items in a list Apostrophes for contractions Begin to understand the role of the apostrophe	Suffixes to compare adjectives and adverbs Similes with like Introduce alliteration Range of sentence starters Power of three to describe Introduce a relative clause as an embedded clause Apostrophes for possession		



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Maths	Y1	Place Value within 10 Addition and Subtraction Shape (Geometry) Place Value (within 20) Children can talk about position and time.	Addition and Subtraction (Within 20). Place Value (Within 50). Length and Height Weight and Volume	Multiplication and Division Fractions Position and Direction Place value within 100. Money Time
	Y2	Number – place value (3 weeks) Number – addition, subtraction (5 weeks) Measurement – money (2 weeks) Number – Multiplication and division (2 weeks)	Number – Multiplication and division (2 weeks) Statistics (2 weeks) Geometry – Properties of shape (3 weeks) Number – Fractions (3 weeks) Measurement – Length and height (1 week) Scales – 2,5,10 Consolidation /SATS revision	Consolidation/SATS revision Geometry – position and direction (3 weeks) Problem solving and efficient methods (2 weeks) Measurement time (2 weeks) Measurement – Mass, capacity, temperature (3 weeks) Investigations (2 weeks)
Science	Plants	<p>Animals, including humans (Non- chronological report – How humans develop)</p> <p>Can they describe what animals need to survive? •Can they explain that animals grow and reproduce? •Can they explain why animals have offspring which grow into adults? •Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) •Can they explain the basic needs of animals, including humans for survival? (water, food, air) •Can they describe why exercise, balanced diet and hygiene are important for humans?</p>	<p>Living things and their habitats</p> <p>•Can they match certain living things to the habitats they are found in? •Can they explain the differences between living and non-living things? •Can they describe some of the life processes common to plants and animals, including humans? •Can they decide whether something is living, dead or non-living? •Can they describe how a habitat provides for the basic needs of things living there? •Can they describe a range of different habitats? •Can they describe how plants and animals are suited to their habitat?</p>	<p>Uses of everyday materials</p> <p>YR- They know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>Can they describe the simple physical properties of a variety of everyday materials? •Can they compare and group together a variety of materials based on their simple physical properties?</p> <p>Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) •Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) •Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? •Can they explain how things move on different surfaces?</p>



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	<p>Observing closely</p> <ul style="list-style-type: none"> •Can they use <see, touch, smell, hear or taste> to help them answer questions? •Can they use some scientific words to describe what they have seen and measured? •Can they compare several things? 	<p>Performing Tests</p> <ul style="list-style-type: none"> •Can they carry out a simple fair test? •Can they explain why it might not be fair to compare two things? •Can they say whether things happened as they expected? •Can they suggest how to find things out? •Can they use prompts to find things out? 	<p>Identifying and Classifying</p> <ul style="list-style-type: none"> •Can they organise things into groups? •Can they find simple patterns (or associations)? •Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? 	<p>Recording findings</p> <ul style="list-style-type: none"> •Can they use <text, diagrams, pictures, charts, tables> to record their observations? •Can they measure using <simple equipment>? 		
<p>Computing Year 1 & 2</p> <p>Continual reinforcement of e-safety</p>	<p>Text and Multimedia in ICT/ Sound</p> <ul style="list-style-type: none"> • Word processing skills <ul style="list-style-type: none"> ➢ Can they word process ideas using a keyboard? ➢ Can they use the spacebar, back space, enter, shift and arrow keys? • Presentation skills <ul style="list-style-type: none"> ➢ Can they record a sound and play it back? ➢ Can they record pupils' voices as a voice over? ➢ Can they capture images with a camera? ➢ Can they print out a photograph from a camera with help? <p>Presentation skills</p> <ul style="list-style-type: none"> ➢ Can they experiment with text, pictures and animation to make a simple slideshow? ➢ Can they word process a piece of text? ➢ Can they insert/delete a word using the mouse and arrow 	<p>Understanding Instructions and making things happen</p> <ul style="list-style-type: none"> • Programming Toys <ul style="list-style-type: none"> ➢ Can they create a simple series of instructions – left and right? ➢ Can they record their routes? ➢ Do they understand forwards, backwards, up and down? ➢ Can they put two instructions together to control a programmable toy? ➢ Can they begin to plan and test a Bee-bot journey? 	<p>Digital Photography</p> <ul style="list-style-type: none"> • Painting <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <ul style="list-style-type: none"> • Computer Art <p>Can they use the shape tools to draw?</p>	<p>e-communication</p> <ul style="list-style-type: none"> • Email <ul style="list-style-type: none"> ➢ Do they recognise what an email address looks like? ➢ Have they joined in sending a class email? ➢ Can they use the @ key and type and email address? ➢ Can they print out a page from the internet? ➢ Can they send and reply to messages sent by a safe email partner (within school)? 	<p>Searching and sorting information</p> <ul style="list-style-type: none"> • Using the Internet <ul style="list-style-type: none"> ➢ Can they find information on a website? ➢ Can they click links in a website? ➢ Can they print a web page to use as a resource? 	<p>Understanding Instructions and making things happen</p> <ul style="list-style-type: none"> • Programming with Scratch Jr <ul style="list-style-type: none"> ➢ Can they create simple series of instructions – left and right? ➢ Can they record their routes? ➢ Do they understand forwards, backwards, up and down? • Programming Turtle Logo and Scratch <ul style="list-style-type: none"> ➢ Can they predict the outcomes of a set of instructions? ➢ Can they use right angle turns? ➢ Can they use repeat commands? ➢ Can they test and amend a set of instructions? ➢ Can they write a simple program and test it? ➢ Can they predict what the outcome of a simple program will be?



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	<p>keys?</p> <ul style="list-style-type: none"> ➤ Can they highlight text to change its format (B, U, I)? ➤ Can they record sounds into software and playback? ➤ Can they insert pre-recorded sounds into a presentation? ➤ Can they capture still and moving images? 					
History	<p align="center">War and Remembrance (Speech Edith Cavell Visit to War memorial)</p>	<p align="center">The Great Fire of London (including significant individual Samuel Pepys) (Dairy of Great Fire of London)</p>	<p align="center">Nurturing Nurses (Fact file Florence Nightingale)</p>	<p>Chronological understanding •YR- Changes from babies to elderly people What was it like when Grandma Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? Knowledge and interpretation • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? Historical enquiry • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>		
Geography	<p align="center">Beside the Seaside</p>	<p align="center">Magical Mapping</p>	<p align="center">Sensational Safari (Giraffe Fact file)</p>	<p>YR - Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. Geographical enquiry Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? Physical Geography Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? Human Geography Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? Geographical Knowledge Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?</p>		



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Art	Colour chaos (including Brazilian artist Romero) YR - Mixing paints to make lighter and darker colours		Nature sculpture (including British artist Andy Goldsworthy) YR- Large scale bonfire picture		African art (including the life and work of Kenyan artist Martin Bulinya)	
	<u>Drawing</u> Can they use three different grades of pencil in their drawing (4B, 8B, HB)? •Can they use charcoal, pencil and pastels? •Can they create different tones using light and dark? •Can they show patterns and texture in their drawings? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it? <u>3D textiles</u> Can they make a clay pot? •Can they join two finger pots together? •Can they add line and shape to their work? •Can they join fabric using glue? •Can they sew fabrics together? •Can they create part	<u>Painting</u> •Can they mix paint to create all the secondary colours? •Can they mix and match colours, predict outcomes? •Can they mix their own brown? •Can they make tints by adding white? •Can they make tones by adding black? <u>Collage</u> Can they create individual and group collages? •Can they use different kinds of materials on their collage and explain why they have chosen them? •Can they use repeated patterns in their collage?	<u>Printing</u> •Can they create a print using pressing, rolling, rubbing and stamping? •Can they create a print like a designer? <u>Use of IT</u> Can they create a picture independently? •Can they use simple IT mark-making tools, e.g. brush and pen tools? •Can they edit their own work? •Can they take different photographs of themselves displaying different moods? •Can they change their photographic images on a computer?	<u>Sketch books</u> •Can they begin to demonstrate their ideas through photographs and in their sketch books? •Can they set out their ideas, using 'annotation' in their sketch books? •Do they keep notes in their sketch books as to how they have changed their work? <u>Knowledge</u> Can they link colours to natural and man-made objects? •Can they say how other artist/craft maker/designer have used colour, pattern and shape? •Can they create a piece of work in response to another artist's work?		
D&T	Design and make puppets YR - Split pin skeletons <u>Developing, planning and communicating ideas</u> •Can they think of ideas and plan what to do next? •Can they choose the best tools and materials? Can they give a reason why these are best? •Can they describe their design by using pictures, diagrams, models and words?		Fabric Bunting /Fabricate <u>Working with tools, equipment, materials and components to make quality products</u> •Can they join things (materials/ components) together in different ways?		Dips and dippers/ Sensational salads <u>Evaluating processes and products</u> •Can they explain what went well with their work? •If they did it again, can they explain what they would improve?	
Breadth of study	<u>Cooking and nutrition</u> •Can they describe the properties of the ingredients they are using? •Can they explain what it means to be hygienic? •Are they hygienic in the kitchen?	<u>Textiles</u> •Can they measure textile? •Can they join textiles together to make something? •Can they cut textiles? •Can they explain why they chose a certain textile?	<u>Mechanisms</u> •Can they join materials together as part of a moving product? •Can they add some kind of design to their product?	<u>Use of materials</u> •Can they measure materials to use in a model or structure? •Can they join material in different ways? •Can they use joining, folding or rolling to make it stronger?	<u>Construction</u> •Can they make sensible choices as to which material to use for their constructions? •Can they develop their own ideas from initial starting points? •Can they incorporate some type of movement into models? •Can they consider how to improve their construction?	
PE – coach taught lessons	<ul style="list-style-type: none"> Fundamental movements Understanding space YR -Children can hop confidently and skip in 	<ul style="list-style-type: none"> Agility Balance Co-ordination Throwing and catching Rolling and receiving 	<ul style="list-style-type: none"> Agility Balance Co-ordination Kicking and receiving Striking and 	<ul style="list-style-type: none"> Agility Balance Co-ordination Throwing and catching Bouncing and receiving 	<ul style="list-style-type: none"> Agility Balance Co-ordination Striking receiving catching 	<ul style="list-style-type: none"> Agility Balance Co-ordination Running, landing and jumping



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	time to music		receiving			
Music (Please also see Mr Mark's lesson plans)	We Are Wonderful	Chanukah concert Animals	Rainforest	Recorder First Access	Recorder First Access	Recorder First Access
	Performing <ul style="list-style-type: none"> •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? 		Composing (incl. notation) <ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to different starting points? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? 		Appraising <ul style="list-style-type: none"> •Can they improve their own work? •Can they listen out for particular things when listening to music? 	
PSHE, RSE & SMSC	Keeping/Staying Healthy <ul style="list-style-type: none"> • Healthy eating 	Keeping/Staying Safe <ul style="list-style-type: none"> • Road Safety Relationships 	Computer Safety <ul style="list-style-type: none"> • Online bullying • Image sharing (StreetWise) 	Being Responsible <ul style="list-style-type: none"> • Practice makes perfect 	Families and People Who Care for Me <ul style="list-style-type: none"> • Different types of families • Families are characterised by love and care for each other. Respecting differences between types of families YR - Who helps to keep our environment safe and clean? • E-safety focus 	Hazard Watch <ul style="list-style-type: none"> • Warning signs • Wimbledon – June • European Cup -June/July
	Black history month – October World Mental Health Day	Anti – bullying week - November Children in Need – November Road Safety -November	British Values day	Study of Worldwide and local events will also take place, in the most part these will be child lead and relevant to the season- these will vary depending on the children's interests and current affairs.		