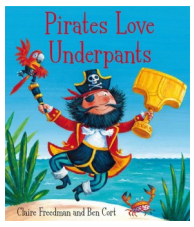
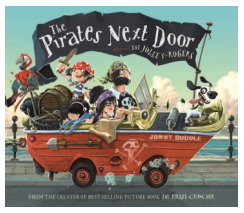


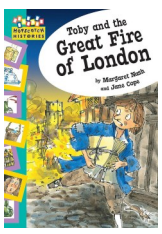
LTP—Year 1

	STORYLAND	GLOBETROTTERS	THE SEASIDE
Subject	**Autumn**	**Spring**	**Summer**
Hook	**Writing workshop on Traditional Tails**	**Trip to the local woods.**	**School Seaside day.**
English	Read, Write Inc! Narrative: Little Red Riding hood , The Ginger bread man, The Three Billy Goats Gruff Poetry—Firework Night	Read, Write Inc! Narrative: We're Going on a Bear Hunt, The snail and the whale Non– Fiction: Our trip to the woods.	Read, Write Inc! Narrative: The Lighthouse Keepers lunch Diary entry– Seaside visit linked to Diary of a seaside love story.
Maths	Number - Place value (within 10) Number – Addition, and Subtraction (within 10) Geometry – Shape	Number – Addition, and Subtraction (within 10) Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) Measurement: Length and Height	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions Geometry: position and direction
Science	**Everyday Materials** **Matter**: Begin to understand the properties and uses of different materials. **Being Scientific**: Use observation, exploration and testing to ask questions and find answers. **Seasonal Change** **Life**: Recognise seasonal change. Recognise the similarities and differences between living things. Identify different types of plants and their structure. **Being Scientific:** Use observation, exploration and testing to ask questions and find answers. Observe seasonal change.	**Plants** Identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals** **Life**: Recognise simple similarities and differences between living things. Identify and name a variety of animals, their groups and structure. **Energy**: Recognise and explain how energy supports life on earth. **Being Scientific**: Use observation, exploration and testing to ask questions and find answers.	**Animals including humans** **Life**: Recognise simple parts of the human body and explain their functions. **Energy**: Recognise and explain how energy supports life on earth. **Being Scientific**: Use observation, exploration and testing to ask questions and find answers.
RE	**Myself:** How do we show we care for others? Why does it matter? **Incarnation:** Know that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming.	**Celebrations and Festivals:** What do Christians and Jewish People Celebrate and why? Christmas, Easter, Hanukkah and Shabbat **Salvation:** Easter – Why does Easter matter to Christians? Know that Christians believe Jesus rose from the dead, giving people hope of a new life . Know that Easter is important in the 'big story' of the Bible.	**Gospel:** Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things. Talk about how Jesus is a friend to the poor and friendless. Consider Jesus' teachings about how to live the right way. **Symbols in religious worship:** In what ways are churches and synagogues important to believers?
PE	**Skill: Multi-sports –** Able to use basic underarm, rolling and hitting skills and can sometimes use overarm skills. Able to intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency and can sometimes catch a bean bag and a medium-sized ball. **Dance**—Able to move with and control and can vary the way they use space. Able to perform body actions with control. Able to copy a dance phrase that expresses an idea, mood or feeling. **Invasion games (Football) -** Able to throw, kick and pass the ball to a partner with varying degrees of success. Able to dribble with the ball. Able to control the ball using their foot. Able to shoot at a given target. Able to find space and get into it **Performance:** Able to describe what they and others are doing, **Competition:** Small group games. Learn basic rules and starting to understand scoring systems	**Skill: Gymnastics –** Able to find and use space safely with an awareness of others. Able to copy basic actions of gymnasts. Able to make their body tense, relaxed, stretched and curled. Able to show basic control and co-ordination when travelling and when remaining still. Able to choose to link similar actions and can remember to repeat these actions accurately. **Invasion games (Tri-Golf)-** With support, able to hold the stick correctly. Starting to hit a ball at a target with varying degrees of success. Able to hit shots of different amounts of power. Able to complete a short tri-golf course with support when needed. **Performance:** Able to describe what they and others are doing, **Competition:** Small group games. Learn basic rules and starting to understand scoring systems **Fitness:** Able to describe how their body is feeling during exercise	**Skill: Athletics—**Able to participate in different activites for a short amount of time. Able to show different ways of jumping. Able to throw an object with some degree of success. Eager to try to improve their performance over a given time. **Target Games Striking and Fielding (Cricket) –** Able to throw a ball underarm at a target with some success. Able to hit a ball with some success (using a larger bat/ racket). Able to retrieve a ball to a target, by throwing or running with it. **Fitness:** Able to describe how their body is feeling during exercise. Able to describe changes to their body when they exercise.
Computing	**Coding—Lego builders (1.4)** **Safety: Smartie the Penguin Y1A** **Ask** adults before sharing information about themselves online. **Know** that people sometimes behave differently online. **Understand** the interconnected nature of the internet, how sharing can be a good thing, but must be done with boundaries	**Creation—creating pictures (2.6)** Combine media from multiple sources (within the classroom) to create a new piece of work digitally **Safety: PE Online Relationships**	**Creation: Maze explorers (1.5)** **Compose** a simple set of instructions to complete a set task/purpose (algorithm) **Understand** when these instructions need to be altered or changed (debug) **Safety:** Digiduck and the Magic Castle; Smartie the Penguin Y1B
DT	**User:** Identify the needs and favourtite flavours and textures for a pancake **Innovate:** Test and sample different components and combinations for pancake selection. **Implement:** create and present pancakes according to planned specifications. **Evaluation:** Create a request stating the why's and benefits for a parent to make the created pancake for the upcoming party.	**User:** Examine and discuss the features of the Wright Brothers planes. To include need to carry person, have control, take off and land to be powered. **Innovation:** Discuss the shapes of the plane and how they might be constructed from the given materials **Implementation:** Explore and use mechanisms (wheels and axles). Make a mode of transport which moves. Join materials and components in different ways. **Evaluation:** Children to compare models and be able to identify positives and improvements.	**User**: Children to use given kites to develop design criteria for a successful kite. **Innovation**: Children to be guided to produce designs for their own kites to include patterns and shapes along with ideas for construction. **Implementation:** Use construction textiles and ingredients. Join materials and components in simple ways. Create kites using given materilas . **Evaluate**: Explore and evaluate existing products. Children to evaluate and test their kites and present their findings in a presentations.
Art	**Storyland book Character**—Quentin Blake, Roald Dohl—Enormous crocodile, illustrator study, style and technique. **Formal Element**—Line, tone. **Media outcome** - water colour and pen	**Globetrotters—Kandinsky** Places around the world—patterns from around the world. Aboriginal/China and Japan/African/native American/ Indian	**Seaside—Edward Potthast/Lisa Stevens—** Ceramic sculptures based on organic forms found on the seashore **Media outcome—Clay tiles of natural forms** **Formal Element—line, tone, texture colour, shape.**

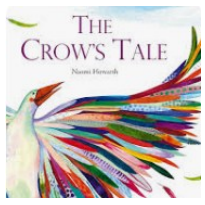
LTP—Year 2













	SAILING THE SEVEN SEAS	BRIGHT LIGHTS BIG CITY	THE GREAT OUTDOORS
Subject	**Autumn**	**Spring**	**Summer**
Hook	**Beaumanor Hall Pirate Day**	**Great Fire of London Experience**	**Visit Wollaton Hall**
English	Narrative—Pirates Love Underpants Non-Chronological report—Pirates	Diary entry – Great Fire of London Information text – London landmarks	Narrative Fable – the Crow's Tale Persuasive text—The day the crayons quit
Maths	Number - Place value Number – Addition, Subtraction Measurement: Money	Number: Multiplication and Division Statistics Geometry: Properties of Shape	Position and direction Problem solving and efficient methods Measurement: Time
Science	**Uses of everyday materials** **Matter**: Understand the properties and uses of different materials. **Being Scientific**: Use observation, exploration and testing to ask questions and find answers. **Animals including humans**	**Living things and their habitats** **Life**: Recognise the similarities and differences between living things and their habitats. **Energy**: Recognise and explain how energy supports life on earth using food chains.	**Plants** **Life**: Recognise the similarities and differences between living things. Life cycle of plants **Being Scientific:** Use observation, exploration and testing to
RE	**UC1.1 God—**What do Christians believe God is like? **WHOLE UNIT** **UC1.3 Incarnation—**Why does Christmas matter to Christians? ***DIGGING DEEPER***	**UC1.2 Creation—**Who made the world? ***WHOLE UNIT*** **UC1.5 Salvation—**Why does Easter matter to Christians? ***DIGGING DEEPER***	**NAS2.2 Believing—**Visiting a Synagogue (In person or a Virtual Tour) **NAS2.4 Story—**The Torah & Jewish Stories
PE	**Skill: Multi-sports -** Able to perform basic skills of rolling, striking and kicking with more confidence and can apply these skills in a variety of simple games. **Gymnastics** - Able to plan and repeat simple sequences of actions; can show contrasts in shape. Able to perform the basic gymnastic actions with co-ordination, control and variety. **Performance:** Able to describe what they and others have done. Able to suggest ways they can improve their work.	**Skill: Dance –** Able to perform body actions with control and co-ordination. Able to choose movements with different dynamics qualities to make a dance phrase that expresses an idea, mood or feeling. Able to link actions and can remember and repeat short dance phrases. **Striking and fielding (Scatterball) –** Able to throw a ball at a target with some success. Able to strike a ball with some success. Starting to use tactics when striking a ball. Able to retrieve a ball to a target, by deciding if it is best to throw or run with it. **Competition:** Small group games. Starting to understand that tactics can impact on team' performance	**Skill: Net and wall (Tennis) –** Able to hold a tennis racket correctly. Using adopts the correct standing position to receive. Able to hit a tennis ball with some success. Able to return a ball to a partner. Able to explore different ways of returning the ball. **Circuits -** Able to maintain performance for a short amount of time on a given activity. Starting to show control in movements that involve jumping. Able to throw an object with some degree of success. Able and eager to try to improve their performance over a given time. **Fitness :** Able to recognise and describe they feel after exercise. Able to describe the effect exercise has on their body.
Computing	**Ask** adults before sharing information about themselves online. **Know** that people sometimes behave differently online. **Understand** the interconnected nature of the internet, how sharing can be a good thing, but must be done with boundaries	**Combine** media from multiple sources (within the classroom) to create a new piece of work digitally	**Compose** a simple set of instructions to complete a set task/ purpose (algorithm) **Understand** when these instructions need to be altered or changed (debug)
DT	**User**: Identify the properties needed for a ships biscuit to provide nutrition to sailors on a long voyage. **Innovate**: Look at different types of existing biscuits and plan for what needs to be in the final recipe. Implement: Create a ship's biscuit using elements of the chosen designs **Evaluate**: Decide if the design of the biscuit has been successful and what could be changed.	**User**: establish the need to transport either gun powder barrels or crates of wine and cheese and how this might be done on roads. **Innovate**: Use barrows or carts as starting point decide on a design of cart that could transport items as described. Research moving objects at home and school using trucks and barrows. Implement: Create models of the wagons or barrows using card and strengthening using wood or extra layers of cardboard and test once made. **Evaluate**: create a short playscript of a transporter or servant	**User**: Identify the needs of a climber / wildlife photographer to be able to stay on a cliff for several days. **Innovate**: Examine and use existing commercial products for design ideas and then sketch out ideas and sizes that will allow the doll to lie on the planned platform Implement: use a range of materials and construction methods to create different models to allow for testing of structures. **Evaluate**: Present test data based on testing of the created structures
Art	**Colour** – Make tones of colours using black and white. Begin to describe and link colours to objects. Use colour on a large scale. **Shape and form** – Recognise 3D shapes and draw organic 2D shapes.	**Shape and form** – Recognise 3D shapes and draw organic 2D shapes. **Proportion –** Begin to think about the appropriate size of letters. **Line** – stippling	**Texture** - overlap and overlay actual textures to create effects. Be able to distinguish between the qualities of the different textures **Tone** – Add black to make colours darker.
History	**Chronology**: Put events in order. Describe changes in living memory and beyond. Remember stories and memories about the past. **Significance** – Describe key features of events. Describe similarities and differences between periods of time. Describe the importance of significant historical individuals and events - Christopher Columbus, Grace Darling, Ellen Mcarthur	**Chronology**: Put events of the Great Fire of London in order. Describe changes in living memory and beyond. Remember stories and memories about the past and use information to describe differences between London in the past and now **Significance**: . Describe key features of the GFoL, ask questions about how it happened and explain what happened after it. Describe the importance of significant historical individuals and events. **Evidence:** Use primary and secondary sources to talk about the past. Use evidence to explain reasons why people in the past acted as they did.	**Chronology:** Start to understand and talk about chronology and the concept of measures of time Create personal timelines for their lives and use simple historical terms.
Geography	**Place**: Name and locate continents and oceans. Use maps, atlases and globes.Name and locate countries and capital cities in the UK. Use aerial photographs to look at famous Landmarks. **Space**: Describe the features of an environment (treasure island). Know about hot and cold countries of	**Place**: Study London and a contrasting area in another country. Use aerial photographs to identify landmarks. Devise a simple map of London. Describe features of environments, compare London to Hucknall. **Change**: Compare London and Hucknall – location and land use. **Sustainability:** Describe how people take care of resources/ spaces locally	**Place:** Use maps, atlases and globes to identify where our food comes from. **Space:** Know about weather patterns in the UK. Know about hot and cold areas of the world. **Change:** Relate the link between physical features and human use, i.e. cold polar regions cannot be used for farming, towns are built near rivers and natural resources.
PSHE	**HEARTSMART:** Get Heart Smart **HEARTSMART:** Don't Forget to Let Love in	**HEARTSMART:** Too much selfie, isn't healthy **HEARTSMART:** Don't hold on to what's wrong	**HEARTSMART:** Fake is a mistake **HEARTSMART:** No way through isn't true
Music	**Shape:** Identify elements of musical shape using simple language. Interpret early musical notation and link it to the simple language of musical shape**.** **Communication:** Copy, keep and compose a rhythm	**Shape:** Identify simple time signatures. Interpret early musical notation (African song—rhythm and pitch) **Communication:** Copy and keep a steady beat (Jazz – Ravel's Bolero – Dynamics and Tempo)	**Shape:** Identify simple time signatures. Interpret early musical notation and link it to the simple language of musical shape **Communication:** Copy, keep and compose a rhythm Compose and improvise music (Recorders)