



With thankfulness, courage and love, we strive to improve heart and mind
Fallow Class - Year 1 and 2 Long Term Planning Overview 2024/2025

Big Question	What am I thankful for in the world in which I live? Autumn Term	What inspires me to make courageous choices? Spring Term	How do I contribute to a loving world? Summer Term			
Values	Thankfulness	Courage	Love			
Theme Days	Harvest	Banquet Day	We Love Maths – Themed Week			
KS1 Curriculum Theme	WHAT'S IN THE TOY BOX? Changes within living memory	CASTLES Changes beyond living memory	I SPY Local Environment (river)			
Experiences	A trip to Lydiard Park	A visit to a local castle site	A trip to the River Kennet A trip to Crofton Beam Engines and a train journey			
Special People	Tim Berners-Lee – the WWW Kandinski – Colour and Music Renee MacIntosh – Science and Materials	King Charles III (Topic) Castle and the Sun by Paul Klee (Art and Topic)	The Impressionists: Monet, Seurat, Van Gogh (Art and Topic)			
High quality, engaging texts	Focus text: Fiction: Dogger – Shirley Hughes; Where the Wild Things Are – Maurice Sendak; The Dot by Peter Reynolds; Lost in the Toy Musuem by David Lucas Non-fiction: a range of non-fiction texts on display linked to materials and topic	Focus text: The Dragon and the Nibblesome Knight and King Arthur and the Knights of the Round Table, Our Castle by the Sea Fiction: The castle the King Built, George and the Dragon, The Knight that said No, The Knight that wouldn't Fight Non-fiction: See Inside Castles, What are Castles for? How were castle built, plus a further range of non-fiction texts on display	Focus text: Fiction: Song of the River, Non-fiction: Water: Protect Fresh Water to Save Life on Earth, This Book is not Rubbish A range of non-fiction texts relating to history and geography in our local environment			
Writing Genres in English	Fallow Class will follow the Talk for Writing approach to reading for writing and writing. Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. National Curriculum English writing outcomes for both Year 1 and Year 2 will be achieved and the relevant age and stage writing genres will be covered.					
Maths	White Rose Year 1 & 2 Scheme of learning and progression supplemented by KS1 Mastering Number (NCETM)					
Maths: clearly sequenced, access for all, underpinned by mastery approach	Place Value within 20 Addition and Subtraction within 20	Place Value within 100 Shape	Addition and Subtraction within 100 Multiplication and Division	Length and Height Statistics	Money Fractions Time	Mass, Capacity and temperature Position and Movement
History	<u>What's in the Toy Box?</u> – exploring changes in what children play with since their grandparents' and parents' childhood. How technology has influenced change. <u>Within living memory</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <u>Skills to be taught:</u> Organise a number of artefacts by age.	<u>I'm the King of the Castle</u> – exploring the development of castles through the ages, their construction and position and the jobs that people did, including children, within the life of a medieval castle. <u>Beyond living memory</u> 1066 and the start of prominent castles. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in	<u>Lives of significant people</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Local History: Know the name of a famous person, or a famous place, close to where they live. John Rennie, engineer of the Kennet and Avon Canal. <u>Skills to be taught:</u>			



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			different periods. Know what a number of older objects were used for. <u>Skills to be taught:</u> Know about an event or events that happened long ago, even before their grandparents were born. Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children a long time ago		Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous. (Science).
Geography	<u>Skills and Fieldwork (1)</u> Know where the equator, North Pole and South Pole are on a globe. Know which is N, E, S and W on a compass. Know their address, including postcode <u>Skills and fieldwork (2)</u> Know and use the terminologies: left and right; below, next to	<u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small place in a contrasting non-European country. Choose a non-European castle site. E.G. Citadel of Qaitbay in Alexandria, Egypt. <u>Skills and Fieldwork</u> Know features of hot and cold places in the world (how were castles built differently?) Know the main differences between a place in England and that of a small place in a non-European country (Egypt).	<u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know and locate the 4 capital cities in England, Wales, Scotland and N.Ireland.	<u>Human and physical geography</u> Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop <u>Skills and fieldwork</u> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village. <u>Skills to be taught:</u> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world.	<u>Skills and field work</u> Use world maps, atlases and globes to locate Use simple compass directions Use aerial photos, construct simple maps. Undertake simple fieldwork within school locality.
RE - World Beliefs	Understanding Christianity: Creation Who made the world?	Understanding Christianity Incarnation Why does Christmas matter to Christians?	Discovery R.E: Judaism – Passover – How important is it for Jews to do as God asks them?	Understanding Christianity Salvation Why does Easter matter to Christians?	Discovery R.E: Judaism – The Covenant – How special is the relationship Jews have with God? Discovery R.E: Judaism – Rights of Passage and Good Works – what is the best way for Jews to show commitment to God?



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P.S.H.E	SCARF: Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Be My Best	Growing and Changing
Art	<p><u>Range of artists</u> Study a range of artists, craft makers and designers - Kandinski</p> <p><u>Skills to be taught:</u> Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art. <u>Using materials:</u> know how to cut, roll and coil materials; know how to use IT to create a picture (Christmas Cards) <u>Drawing:</u> know how to use pencils to create lines of different thickness in drawings. <u>Use colour, pattern, texture, line, form, space and shape:</u> know how to create moods in artwork; know the names of the primary and secondary colours; know how to create a colour</p>		<p><u>Use colour, pattern, texture, line, form, space and shape</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><u>Skills to be taught:</u> Use colour, pattern, texture, line, form, space and shape: know how to mix paint to create all the secondary colours; know how to create brown with paint; know how to create tints with paint by adding white and know how to create tones with paint by adding black. know how to create a repeating pattern in print.</p> <p><u>Range of artists</u> Study a range of artists, craft makers and designers - Castle and the Sun – Paul Klee</p> <p><u>Skills to be taught:</u> Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art.</p>		<p>Using materials: Water pots know how to create a printed piece of art by pressing, rolling, rubbing and stamping; know how to make a clay pot and know how to join two clay finger pots together; know how to use different effects within an IT package.</p> <p><u>Range of artists</u> Study a range of artists, craft makers and designers - Impressionists Monet etc, art through nature – I SPY</p> <p><u>Skills to be taught:</u> Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art. Range of artists: suggest how artists have used colour, pattern and shape; know how to create a piece of art in response to the work of another artist.</p>	
DT	<p><u>Skills:</u> Scissor cutting; making a simple spinning illusion toy</p> <p><u>Food technology</u> Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p><u>Skills to be taught:</u> Cut food safely Weigh ingredients to use in a recipe Creating Christmas Bonbons</p>		<p><u>Designing, making and Evaluating</u> Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p> <p><u>Skills to be taught:</u> Castles</p>			



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		<p><u>Designing:</u> Use own ideas to design something and describe how their own idea works Design a product which moves Explain to someone else how they want to make their product and make a simple plan before making think of an idea and plan what to do next Explain why they have chosen specific textiles</p> <p><u>Making:</u> Use own ideas to make something Make a product which moves Choose appropriate resources and tools choose tools and materials and explain why they have chosen them Join materials and components in different ways Measure materials to use in a model or structure</p> <p><u>Evaluating</u> Describe how something works Explain what works well and not so well in the model they have made Explain what went well with their work</p>		
<p>Science</p>	<p><u>Biology: Animals including humans</u> <i>Human body and senses</i> <u>Skills to be taught:</u> Know the name of parts of the human body that can be seen</p> <p><u>Chemistry: Everyday materials</u> Properties of materials Grouping materials <u>Skills to be taught:</u> Know the name of the materials an object is made from Know about the properties of everyday materials</p>	<p><u>Biology: Animals including humans</u> <i>Name common animals</i> <i>Carnivores</i> <u>Skills to be taught:</u> Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non-living things</p>	<p><u>Biology: Plants</u> <i>Common plants</i> <i>Plant structure</i> <u>Skills to be taught</u> Know and name a variety of common wild and garden plants Know and name the petals, stem, leaves and root of a plant Know and name the roots, trunk, branches and leaves of a tree;</p>	<p><u>Biology: All living things and their habitats</u> <i>Alive or dead</i> <i>Habitats</i> <i>Adaptations</i> <i>Food chains</i> <u>Skills to be taught:</u> Classify things by living, dead or never lived Know how a specific habitat provides for the basic needs of things living there (plants and animals) Match living things to their habitat Name some different sources of food for animals Know about and explain a simple food chain</p>
<p><u>Physics: Seasonal Change:</u> <i>The four seasons; Seasonal weather</i> SKILLS TO BE TAUGHT: Name the seasons and know about the type of weather in each season</p>				



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Computing (NCCE)	<u>Computing Systems and Networks - IT around us!</u> Pupils should be taught to recognise common uses of information technology beyond school. <u>Skills to be taught:</u> Talk about some of the IT uses in their own home Know how technology is used in school and outside of school.	<u>Creating Media – Digital Photography</u> Learners will learn to recognise that different devices can be used to capture photographs <u>Skills to be taught:</u> capturing, editing, and improving photos; use this knowledge to recognise that images they see may not be real.	<u>Programming – Robot Algorithms:</u> Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <u>Skills to be taught:</u> Create a series of instructions and plan a journey for a programmable toy. Understand that algorithms are used on digital devices.	<u>Data and Information – Pictograms</u> Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. <u>Skills to be taught:</u> Organising and presenting data in the form of pictograms and block diagrams. Learners will use the data presented to answer questions.	<u>Creating Media – Digital Music</u> Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Skills to be taught:</u> use a website and a camera Record sound and play back.	<u>Programming – Programming quizzes</u> This unit initially recaps on learning from the Year 1 Scratch Junior unit ‘Programming B - Programming animations’. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. <u>Skills to be taught:</u> use and modify designs to create own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code; evaluate their work and make improvements to their programming projects.
Online Safety and Safe Use: Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>Skills to be taught:</u> Understand that they have to make choices when using technology and that not everything is true and/or safe.						
Music	Charanga: My Musical Heartbeat	Performance skills – Singing and Acting to an audience Christmas performance	Charanga: Exploring Sounds	Charanga: Learning to Listen	Charanga: Having Fun with Improvisation	Charanga: Let’s Perform Together
<u>Year 1:</u> Singing: make different sounds with voice and with instruments; follow instructions about when to play and sing. Playing an instrument; use instruments to perform and choose sounds to represent different things. Listening and appreciate say whether they like or dislike a piece of music. Create own music: clap and repeat short rhythmic and melodic patterns; make a sequence of sounds and respond to different moods in music. <u>Year 2:</u> Singing: sing or clap increasing and decreasing tempo; perform simple patterns and accompaniments keeping a steady pulse. Playing an instrument: play simple rhythmic patterns on an instrument. Listening and appreciate make connections between notations and musical sounds. Create own music: order sounds to create a beginning, middle and an end; create music in response to different starting points.						



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P.E	Basic Movements and Team Games <u>Skills to be taught</u> Agility Balance Coordination	Gymnastics and Dance <u>Skills to be taught</u> Agility Balance Coordination	Gymnastics and Dance <u>Skills to be taught</u> Agility Balance Coordination