With thankfulness, courage and love, we strive to improve heard 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 Windsor Castle Egg discovery day		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	
High quality, engaging texts	Focus text: Fiction: Dogger – Shirley Highes; 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: Thrumpington Castle The Egg by M.P. Robertson The sword and the stone		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**	Story- Dogger	Poetry Story- where the wild things are	Descriptive writing	Recounts Story- The Egg	Story Instructions (Science link)	Letter
Maths:	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 different periods. Know what a number of older objects were used for. <u>Knowledge to be taught:</u> When and why were castles built? (1066-1400)		<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>Knowledge to be taught:</u> 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).	

Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst." John 4:13

		What type of people lived in castles in the past and live in castles today? How has life changed between then and now? Who lives in Windsor Castle today and why is he special (King Charles III).			
Substantive Concepts	  Technological Advancement Trade	    Legacy Settlement Monarchy Trade		    Exploration Cultural Change Legacy Tech Advance  Settlements	
Geography	Skills and Fieldwork (1) 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 Skills and fieldwork (2) Know and use the terminologies: left and right; below, next to.	Place knowledge 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. Skills and Fieldwork 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).	Locational knowledge 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.	Human and physical geography 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 Skills and fieldwork 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. Skills to be taught: Know the names of and locate the seven continents of the world	Skills and field work Use world maps, atlases and globes to locate Use simple compass directions Use aerial photos, construct simple maps. Undertake simple fieldwork within school locality.

					Know the names of and locate the five oceans of the world.	
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?
P.S.H.E	SCARF: Me and My Relationships	SCARF Valuing Difference	SCARF Keeping Safe	SCARF Rights and Respect	SCARF Be My Best	SCARF Growing and Changing
Art	<u>Range of artists</u> *Study a range of artists, craft makers and designers - Kandinski* <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		Textures include rough, smooth, ridged, and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones and can be rubbed onto paper and smudged. **Artist: Paul Klee**		A landscape is a piece of artwork that shows a scenic view. **Artist: Claude Monet**	
DT	<u>Skills:</u> Scissor cutting; making a simple spinning illusion toy <u>Food technology</u> Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <u>Skills to be taught:</u>			**<u>Sewing a dragon egg:</u>** Select from and use a range of tools and equipment to perform practical tasks. (for example, cutting, shaping, joining, and finishing)		**<u>Chilton Foliat moving story book</u>** Build structures, exploring how they can be made stronger, stiffer, and more stable.

	Cut food safely Weigh ingredients to use in a recipe Creating Christmas Bonbons			Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.		Explore and use mechanisms (for example, levers, sliders, wheels, and axels, in their products)
Science	<u>Biology: Animals including humans</u> *Human body and senses* <u>Skills to be taught:</u> Know the name of parts of the human body that can be seen <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		<u>Biology: Animals including humans</u> *Name common animals* *Carnivores* <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		<u>Biology: Plants</u> *Common plants* *Plant structure* <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;	<u>Habitats</u>
	<u>Physics: Seasonal Change:</u> *The four seasons; Seasonal weather SKILLS TO BE TAUGHT:* Name the seasons and know about the type of weather in each season					
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 Skills to be taught: 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**
	Year 1: 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. Year 2: 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.					
P.E	**Basic Movements and Team Games** Skills to be taught Agility Balance Coordination		**Gymnastics and Dance** Skills to be taught Agility Balance Coordination		**Gymnastics and Dance** Skills to be taught Agility Balance Coordination	