

St Gregory's School

Long term plan for key stage one (Year 1 and Year 2) Cycle B

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Key dates	Black History month (1 st October- 31 st October)	Diwali (4 th November) Anti- bullying week (Monday 15 th - Friday 19 th November) Christmas	Chinese New Year (1 February 2022)	Easter Holi (19 th March) Science week (11-20 th March) World Book day (3 rd March)	Assessments Eid Festival (Monday 2 nd May)	Assessments
Phonics	Y1-Phase 2, 3, 4 review (3 weeks) Y2 Phase 5 (4 weeks)	Y1/2Phase 5 (7 weeks)	Phase 5 (6 weeks)	Phase 5 (5 weeks)	Y2- Phase 6 Y1 –Review phase 3 4 and 5.	Y2- Phase 6 Y1 –Review phase 3 4 and 5.
Texts	Lost and Found by Oliver Jeffers. Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson.	Nibbles by Emma Yarlett Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak.	The Lion Inside by Rachel Bright How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr	The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly by Michelle Robinson and Kate Hindley	Toys in space by Mini Grey Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg. One true by Ted Dewan.	Goldilocks and just the one bear Leigh Hodgkinson Old Bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Small man
Literacy outcome	Outcome Fiction: story based on the structure of Lost and Found. Greater Depth: Change the setting of the story.	Outcome Recount: Diary Greater Depth: add in further details about other character's feelings.	Outcome Fiction: story based on the structure of The lion inside Greater Depth: Change both animals in the story.	Outcome Fiction story based on the structure of The curious case of the missing mammoth. Greater Depth: Change the setting of the story.	Outcome Fiction: story based on the structure of Toys in Space. Extension: Instructions Greater Depth: Choose their own toy to write about and change the space creature.	Outcome Fiction: story based on the structure of Goldilocks and just one bear. Extension: non- chronological order. Greater Depth: Change the animal and the setting.
Maths	1-1 Counting and ordering Addition and subtraction Number and place value	Addition and subtraction. Geometry- property of shape Measurement- Mass/volume/capacity	Multiplication and division Fractions Place value Statistics (Y2)	Fractions Geometry- Position and direction Measurement – time/money	Multiplication and division Addition and subtraction Place value	Measurement- length Y2 (statistics) Addition and subtraction Statistics (Y2)

RSE	<p>Religious Understanding</p> <p>In this unit we will look at</p>	Me, My Body, My Health	Me, My Body, My Health	Emotional Well-Being	Emotional Well- Being	Life Cycles
Science	<p>Seasonal changes – talk about Lost and Found (The South Pole) link with changes in seasons.</p> <p>*observe changes across the 4 seasons.</p> <p>*observe and describe weather associated with the seasons.</p>		<p>Living things and their habitats. Habitats of animals linking with the Lion inside and The Tiger who came to tea.</p> <p>*Identify that most living things live in habitats to which they are suited.</p> <p>*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>*Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>*explore and compare things that are living, dead and things that have never been alive.</p> <p>*describe how animals obtain their food from living things and discuss the idea of a food chain, and identify the different sources of food.</p>	<p>Humans- looking at the human body.</p> <p>Y1</p> <p>*identify, name, draw and label the basic parts of the human body and say which part is associated with which sense.</p> <p>Y2</p> <p>*notice that animals, including humans, have offsprings which grow into adults.</p> <p>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>*describe the importance of exercise, eating right, and hygiene.</p>		
RE	The Chosen People	Mysteries (The trinity) Festivals Christmas Diwali	The Good News	The Mass	Eastertide	The Church is Born
History		The Gunpowder Plot (significant historical events, people and places in their own locality). Learning all about Guy Fawkes (born in York) and the story of the gunpowder plot. This will of course be linked to how we have continued to celebrate			Toys Past and present (changes within living memory) Finding out about toys from past times and comparing these with more modern toys that children have today. Where appropriate this can	A Local study linked to a visit – link with the ‘Old Bear’ and discuss things in the past that are old. *can they ask and answer questions about old and new objects? *can they answer questions

		<p>this historical event each year with Bonfire Night.</p> <p>*Do they recognize that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p>			<p>be used to reveal aspects of changes in national life (e.g.) the toys we can now afford to buy that many Victorian children could not: the materials available now compared with the past; the technology available now; the fact that there was no electricity a long time ago.</p> <p>*can they identify objects from the past (ie a vinyl record/tape).</p> <p>*Can they ask and answer questions about old and new objects?</p> <p>*can they answer questions using an artefact/ photograph provided?</p>	<p>using an artefact/ photograph provided?</p> <p>*Can they find out about something in the past by talking to an older person?</p> <p>*Can they explain how their local area was different in the past?</p>
Geography	<p>Physical Geography- look at cold places on earth and compare them to hot. Link with story Lost and Found.</p> <p>*Answer questions about the weather</p> <p>*Keep a weather chart</p> <p>*Explain how the weather changes with each season.</p> <p>*Begin to explain why we wear different clothes at different times of the year.</p> <p>* Tell something about the people that live in hot and cold places.</p> <p>*Explain what they might wear if they lived in a hot or cold place.</p>					<p>Macclesfield/Bollington</p> <p>*describe some human features of their own locality such as jobs people do and how these jobs may differ in different parts of the world, or in a different locality. Look at shopping and leisure. Explain what makes a locality special. Explain what facilities a town or village might need. What does Bollington need, and what is there already?</p> <p>*describe how and why people spoil the area and how to look after it.</p> <p>*make suggestions for improvements.</p> <p>*name key features associated with a town or village eg church, farm, shop or house.</p>
D&T	<p>Design and make a sandwich for the journey to the South Pole.</p> <p>*Wash hands and make sure surfaces are clean.</p>	<p>3d textiles</p> <p>To design and make a sculpture from the story 'Gruffalo' or 'Where the Wild Things are'</p> <p>*roll, cut and coil a plasticine model of your toy puppet.</p>	<p>Create animal masks linking to the story 'The Lion Inside' and others.</p> <p>*Describe their design using diagrams and models</p> <p>*choose the best material for</p>		<p>Textiles</p> <p>Children to make their own toy puppet.</p> <p>*describe how textiles feel</p> <p>*explain why they chose a</p>	

	* talk about what went well/what didn't (evaluation)	*Add texture using tools. Make different kinds of shapes and join. .	the job and say why. *make a structure/model using different materials Make- join components together in different ways.			
Art		Look at the religious festival and use this to create some Diwali artwork. *weave fabric and thread to create a pattern. *Sort and group fabric and threads by colour and texture. .	Collage habitats and Gaudi's mosaic artwork of animals. *cut and tear paper and card for collages. *gather and sort the materials they need. *create individual and group collages. *use different materials and say why they have used them. *use repeated patterns. *demonstrate ideas in sketchbooks. *set out and annotate their ideas. *keep notes in sketchbooks as to how they have changed their ideas.		3d textiles – link with making a toy puppet. *Join fabric using glue *Art- sew fabrics together.	
Computing		Switched on computing unit- We are HTML editors 4.4 Unit summary – Editing and writing HTML Focus- Computer networks.		Switched on computing – We are bugfixers 3.2 Unit summary – finding and correcting bugs in programs Focus – computational thinking suggested hardware/software – scratch/snap!/pyonkee	Switched on computing – We are software developers 4.1 Unit summary – developing a simple educational game. Focus-programming Suggested hardware/software- scratch/snap!/pyonkee	
Music		Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds?				
PE	Dance Rugby	Dance Rugby	Dance Rugby	Gymnastics Rugby/invasion games	Gymnastics Rugby/invasion games	Gymnastics Rugby/invasion games

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<p style="text-align: center;">Spanish</p> <p>As linguists we will develop an interest in learning another language. We will learn in a different rich language environment in a way that is enjoyable and fun. We will develop a curiosity about language. We will learn that language has structure and that structures differ from one language to another. We will also continue to develop our speaking and listening skills.</p>	<p>As linguists we will practice phrases used when we meet and greet one another.</p>	<p>As linguists we will learn colours and about Christmas.</p>	<p>As linguists we will learn the days of the week and the months of the year.</p>	<p>As linguists we will be able to count from 1 -20.</p>	<p>As linguists we will be able to say the alphabet.</p>	<p>As linguists we will appreciate nursery rhymes</p>
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