



Long term planning 2023 - 2024

Class: Jellyfish

Teacher: Amy Lewis



Year group: 1/2	Autumn 1 SELF (believe)	Autumn 2 SOCIETY (belong)	Spring 1 SELF (believe)	Spring 2 STEWARDSHIP (become)	Summer 1 SOCIETY (belong)	Summer 2 STEWARDSHIP (become)
Key Questions	Who are we?	Where are we in place and time?	How do we express ourselves?	How does the world work?	How do we organise ourselves?	How can we look after our planet?
CHARACTER VIRTUES	Aspiration Respect Resourcefulness Resilience	Citizenship Critical Thinking Justice	Creativity Determination Cooperation	Confidence Compassion Motivation	Cooperation Gratitude Curiosity	Volunteering Courage Reflection
UN GOALS	5 Gender Equality 10 Reduced inequalities	11 Sustainable cities & communities 16 Peace, justice & strong institutions	3 Good health & well-being 6 Clean water & sanitation	13 Climate action 7 Affordable & clean energy 15 Life on land	4 Quality education 16 Peace, justice & strong institutions	1 No poverty 2 Zero hunger 14 Life below water
ENGLISH Including key texts.	Goldilocks and the three bears Narrative/instructions	Little Red Riding Hood/Wanted poster Narrative/Wanted Poster	Beegu Narrative/Letter	Lost and Found Wishing Tale/Instructions	Little Charlie and the Lighthouse Keeper Narrative	Cinderella Rags to Riches Tale/Persuasion
MATHS	YEAR 1: Place Value (Within 20) (3 weeks) -Addition and Subtraction (within 20 inc. recognising	YEAR 1: Addition and Subtraction continued (2 weeks) -Place Value and	YEAR 1: -Division and consolidation (2 weeks) -Place Value (within 100) (2 weeks) -Length	YEAR 1: -Shape and Consolidation (3 weeks) -Fractions and Consolidation (3	YEAR 1: -Position and direction (1 week) -Time (2 weeks) -Problem Solving and efficient	YEAR 1: -Weight and volume (3 weeks) -Consolidation & Investigations

	money) (4 weeks) YEAR 2: Place Value (numbers to 200) (3 weeks) -Addition and Subtraction (within 100 inc. money) (4 weeks)	Multiplication (within 50) (3 weeks) YEAR 2: Addition and Subtraction continued (2 weeks) -Place Value and Multiplication (3 weeks)	& Height (1 week) YEAR 2: -Division (2 weeks) -Statistics (2 weeks) -Length & Height (1 week)	weeks) YEAR 2:-Properties of Shape (3 weeks) -Fractions (3 weeks)	methods YEAR 2: -Position & Direction (1 week) -Time (2 weeks) -Problem Solving and efficient methods	YEAR 2: -Mass, capacity & Temperature (3 weeks) -Consolidation & Investigations
SCIENCE	Animal Safari: Animals Including Humans, Living Things Additional: The Human Body and Staying healthy		Changing Materials: Materials		How does your Garden Grow: Plants	
HISTORY	Monarchs: Elizabeth I and Victoria		Local History Study: The School and it's community link to Victorian schooling		Should we call Grace O'Malley a Pirate?	
GEOGRAPHY		Weather and climate* (fieldwork opportunity) seasons		Pole to Pole, Hot and cold places. Human and Physical Geography		United Kingdom* (fieldwork opportunity)
DT		Mechanisms: Wheels and Axels		Textiles: Templates and Joining Techniques		Food: Preparing Fruit and Vegetables
ART	Explore & Draw Introducing the		Simple Printmaking exploring ways to		Stick Transformation Project	

	idea that artists can be collectors & explorers as they develop drawing and composition skills		make a print. Use line shape colour and texture to explore pattern, sequencing and symmetry		Explore how you can transform a familiar object into new and fun forms.	
COMPUTING	Programming. Digital Literacy: Online Safety:	Video Creation: Digital Literacy: Online Safety:	Photography & Digital Art: Digital Literacy: Online Safety	Presentation: Digital Literacy: Online Safety:	Data Handling: Pictograms Digital Literacy: Online Safety:	Sound: Digital Literacy: Online Safety:
MUSIC	Sounds Interesting - Exploring Sounds	The Long & the Short of it - Exploring Duration	Feel the Pulse - Exploring Pulse and Rhythm	Taking Off Exploring Pitch	What's the score? Exploring Instruments and Symbols	Rain, Rain Go Away - Exploring Timbre, Tempo and Dynamics
MFL: Spanish	Greetings	Transport	In the jungle	Under the sea	In my town	Teddy bear picnic
PSHE	PSHE: Me & My Relationships	PSHE: Valuing Difference	PSHE: Keeping Myself Safe	PSHE: Rights and Responsibilities	PSHE: Being My Best	PSHE: Growing & Changing
RE	CREATION: Who Made the World? Harvest	What does it mean to belong to a faith community?	GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
PE	Multi Skills and Team Building	Netball	Gymnastics/Dance	Football	Cricket	Athletics
ENRICHMENT	Library visit Museum	Zoo Trip	Local artist Library	Theatre experience- Boo	Rosemoor	Library Essex Dance

	Woodland walk		Beach visit	to a goose Woodland walk		Woodland walk Residential/school sleepover
INSPIRING CHANGE- MAKER CHALLENGE S	Inspiring adventurer Inspiring leader - classroom monitors Inspiring researchers - museum visit	Inspiring speaker - Christmas Play Inspiring leader - classroom monitors Inspiring adventurer	Inspiring volunteer: Beach Clean Inspiring skillbuilder linked to artist Inspiring leader - classroom monitors	Inspiring adventurer Inspiring leader - classroom monitors	Inspiring adventurer Inspiring leader - classroom monitors	Inspiring adventurer Inspiring leader - classroom monitors

Medium term planning 2023 - 2024

Class: Jellyfish Teacher: Miss Lewis



Autumn 1 2023 SELF							
Driver Subject	History		Key Question	Would you like to be a monarch and why?			
Core texts:	<i>Goldilocks and the three bears</i>		Character Virtues	Aspiration Respect Resourcefulness Resilience			
			UN sustainable goal links:	5 - gender equality 10 - reduced inequalities			
Inspiring changemaker challenge	Inspiring adventurer - visits Inspiring researcher - museum Inspiring leaders - classroom monitors		Enrichment opportunities/	Library visit Museum visit Woodland visit			
Weekly progress	4.9.23	11.9.23	18.9.23	25.9.23	2.10.23	9.10.23	16.10.23
Character Virtues	Aspiration	Aspiration	Respect	Respect	Resourcefulness	Resilience	Resilience
PSHE SCARF	Settling into new routines in the classroom	Why we have classroom rules	How are you listening	Think about our feelings	Our feelings	Feelings and bodies	Good friends
Writing	What I didn't do in my holiday	Goldilocks and the 3 bears - simple sentence writing	Goldilocks and the 3 bears - simple sentence writing and learning the text	Goldilocks and the 3 bears - simple sentence writing.	Goldilocks and the 3 bears Wanted poster	Goldilocks and the 3 bears - wanted poster text to learn	Goldilocks and the 3 bears wanted posters.

Phonics/ Spelling	Year 1 Autumn 1 Week 1	Year 1 Autumn 1 Week 2	Year 1 Autumn 1 Week 3	Year 1 Autumn 1 Week 4	Year 1 Autumn 1 Week 5	Year 1 Autumn 2 Week 1	Year 1 Autumn 2 Week 2
Handwriting	Handwriting assessment	Daily at 9am long ladder letters	Daily at 9am long ladder letters	Daily at 9am long ladder letters	Daily at 9am Curly caterpillar letters	Daily at 9am Curly caterpillar letters	Daily at 9am Curly caterpillar letters
Maths	Pre unit assessment	Place Value YR 1: WRM Steps 1- 4 YR 2: WRM Steps 1- 4	Place Value YR 1: WRM Steps 5- 8 YR 2 : WRM Steps 5-8	Place Value YR 1: WRM Steps 9- 12 YR 2 : WRM Steps 9-12	Place Value YR 1: WRM Steps 13- 15 & end of unit assessment YR 2: WRM Steps 13-16 & end of unit assessment	Addition & Subtraction YR 1: WRM Steps 1-4 YR 2: WRM Steps 1-4	Addition & Subtraction YR 1: WRM Steps 5-8 YR 2: WRM Steps 5-8
Science Animal Safari Animals Including Humans, Living Things		Living/Dead/Neve r Alive	Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other.	Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other.	Identify and name a variety of plants and animals in their habitat, including microhabitats.	Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.
History		Monarchs The role of the monarch <i>To compare aspects of life, identifying</i>	Monarchs Queen Elizabeth I <i>To compare aspects of life,</i>	Monarchs Queen Elizabeth I enquiry <i>To compare aspects</i>	Monarchs Queen Victoria <i>To learn about the lives of significant</i>	Monarchs Queen Victoria enquiry <i>To compare aspects</i>	Monarchs Comparing queens <i>To use pictures to</i>

		<p>similarities and differences between different periods.</p> <p><i>Yr1: I can tell episodes that happened in the past</i></p> <p><i>Yr 2: I can compare pictures or photos of people or events from the past</i></p>	<p>identifying similarities and differences between different periods.</p> <p><i>Yr 1: I can tell episodes that happened in the past</i></p> <p><i>Yr 2: I can compare pictures or photos of people or events from the past</i></p>	<p>of life, identifying similarities and differences between different periods.</p> <p><i>Yr 1: I can tell episodes that happened in the past</i></p> <p><i>Yr 2: I can observe/use a source to answer questions about the past. I can compare pictures of people or events from the past</i></p>	<p>individuals in the past who have contributed to national and international achievements</p> <p><i>Yr 1: I can sequence artifacts from different time periods.</i></p> <p><i>Yr 2: I can observe/use a source to answer questions about the past.</i></p>	<p>of life, identifying similarities and differences between different periods</p> <p><i>Yr 1: I can tell episodes that happened in the past</i></p> <p><i>Yr 2: I can compare pictures or photos of people or events from the past</i></p>	<p>make comparisons between Queen Elizabeth I and Queen Victoria, and what life was like during the Elizabethan and Victorian reigns</p> <p><i>Yr 1: I can tell episodes that happened in the past</i></p> <p><i>Yr 2: I can compare pictures or photos of people or events from the past</i></p>
Art		<p>Art Explore and Draw</p> <p>Week 1 Introduction</p> <p>I can see how some artists explore the world around them to help them find inspiration</p> <p><i>NC: To think about the work of a range of artists, craft makers and designers, describing the differences and similarities between</i></p>	<p>Art Explore and Draw</p> <p>Week 2 Explore and collect</p> <p>I can explore my local environment and collect things which catch my eye</p> <p>I can take photos of my artwork and think about focus and light</p> <p>I can explore composition by</p>	<p>Art Explore and Draw</p> <p>Week 3 Sketchbook work</p> <p>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work</p> <p><i>NC: to develop a wide range of art and design techniques in using</i></p>	<p>Art Explore and Draw</p> <p>Week 4 Autumn Floor drawings</p> <p>I can combine different drawing media such as wax resist and watercolor, graphite and water, wax and crayon and pencil in my observational drawings</p> <p>I can cut out and collage to explore</p>	<p>Art Explore and Draw</p> <p>Week 5 Autumn Floor drawings</p> <p>I can combine different drawing media such as wax resist and watercolor, graphite and water, wax and crayon and pencil in my observational drawings</p>	<p>Art Explore and Draw</p> <p>Week 6 Reflect, share and discuss</p> <p>I can talk about the work I have made with my classmate, sharing the things I thought were successful and thinking about things I would like to try again.</p> <p><i>NC: evaluate and analyse creative works using the language of</i></p>

		<i>different practices and disciplines, and making links to their own work</i>	arranging things that I have collected. <i>NC: to use a range of materials creatively to design and make products</i>	<i>colour, pattern, texture, line, shape, form and space</i>	composition. I can explore composition by arranging things that I have collected <i>NC: to use a range of materials creatively to design and make products</i>	I can cut out and collage to explore composition. I can explore composition by arranging things that I have collected <i>NC: to use a range of materials creatively to design and make products</i>	<i>art, craft and design</i>
Music	Moving to the pulse of a piece of music. Clapping back rhythms. Singing back notes. Learning the names of different percussion instruments. Learning the	Listening carefully to sounds and describing them. Creating a class sound performance together.	Playing a sound listening game to identify sound sources. Using vocal and body percussion sounds.	Choose percussion instruments and explore their sounds. Listen carefully to the different ways of playing percussion instruments.	Choosing suitable instruments to make particular sounds. Starting and stopping playing as required. Adding suitable vocal and body percussion sound effects to match a story.	Using voices expressively in a song. Performing a song with instrumental sound effects that match the words. Adding suitable instrumental sound effects to match a story.	Listening and responding to a piece of music that describes a train journey. Use a graphic score to explore making sounds found in a city, using vocal sounds, body percussion and instrumental sounds.

	conductor's hand signals.						
PE Multi Skills		I can move fluently, changing direction and speed while staying in my own space. Children to explore how to effectively use space when running around and improving their agility.	I can move fluently and keep control of a ball. Children to explore how to effectively carry and stop a ball in different ways with control.	I can use various skills from different sports. Children to explore different skills for a variety of different sports with control.	I can use the basic action of rolling a ball with control and accuracy. Children to explore different actions on how to roll a ball in different activities and game situation.	I can use the basic action of rolling and understand the concepts of aiming. Children to explore a good technique on rolling the ball and aiming at a target.	Using the correct technique, I have control when throwing underarm. Children to improve their underarm throwing and understand the concept of getting into the correct position for aiming.
COMPUTING Programming - Animations in Scratch Jr Computational Thinking Coding/Programming		Design lesson I understand what algorithms are	Planning session I know how to write simple algorithms I understand the sequence of algorithms is important	Apply session I know how to use sequence in programs	Apply lesson I know how to create a simple program on a digital device e.g. Bee Bot or tablet	Refine lesson I know how to locate and fix bugs in my program	Evaluate and Share lesson I can evaluate my program and suggest improvements
MFL: Spanish Los Soludos (Greetings)		To introduce the aim of the unit 'Los saludos'. In this lesson, pupils will be introduced to some very basic language to allow	How to say 'hello' and 'my name is...' in Spanish	Consolidate the words in Spanish for 'hello' and 'my name is ...' in Spanish before learning how to ask somebody	Further re-enforcement of the previous language: 'buenos días', 'hola', 'me llamo...' and '¿cómo estás?' before	The children will consolidate all previously learnt language and learn how to say 'adiós' (goodbye) in Spanish	The children will consolidate all previously learnt language and learn how to say '¡hasta luego!' (see you soon) in Spanish

		for a simple, short exchange in Spanish by the end of the unit		how they are feeling in Spanish	introducing the three possible replies to the question of how pupils are feeling		
RE		Be able to retell the story from Genesis 1:1–2.3	I can explain why the Creation Story can be important to some Christians.	I can explain why harvest can be important to some Christians.	I can explain why Sukkot can be important to some Jews.	I can explain the message in the story 'Prince Siddhartha and the Swan'.	I can explain the message in the story 'The Boy Who Threw Stones at Trees'.