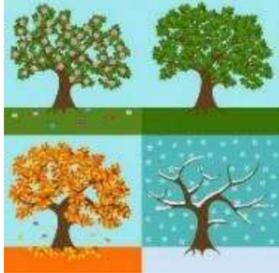


# LONG-TERM PLANS at Tranmere Park

## YEAR 1 AND 2 during Cycle 1 **AN EXAMPLE OF HOW IT MAY LOOK**

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b> 1) Entry and Exit 2) Key Question	<p style="text-align: center;"><b>Our World</b></p>  <p><b>Entry:</b> Orienteering exercise  <b>Exit:</b> School visit to Harlow Carr</p> <p style="text-align: center;"><b>How does the weather change throughout the year?</b>  <b>What natural materials and techniques can artists use to create art?</b></p>	<p style="text-align: center;"><b>The Magic Toymaker</b></p>  <p><b>Entry:</b> A professional dance class to learn about the movement of toys through dance.  <b>Exit:</b> Ilkley toy museum</p> <p style="text-align: center;"><b>Can you describe how toys have changed from the past until the present?</b></p>	<p style="text-align: center;"><b>The Circus is Coming to Town</b></p>  <p><b>Entry:</b> Circus skills workshop by 'Blooming Circus'.  <b>Exit:</b> Children create own circus, dress up and perform to parents</p>	<p style="text-align: center;"><b>From A to B</b></p>  <p><b>Entry:</b> Build transport with outdoor materials  <b>Exit:</b> Build toy vehicle and experiment to evaluate</p>	<p style="text-align: center;"><b>People of the Past</b></p>  <p><b>Entry:</b>  <b>Exit:</b> Nurses day</p>	<p style="text-align: center;"><b>Local History</b></p>  <p><b>Entry:</b>  <b>Exit:</b></p>
<b>Key Texts that will be studied</b>	Lift-the-Flap Questions and Answers Weather Project Weather Why Do Leaves Fall From Trees?	Dogger				
<b>Educational Visits/Memorable Experiences</b>	Harlow Carr					
<b>Geography and History</b>	<p><b>Geography</b>                      Children will observe the weather outside, answer questions about the weather and create a weekly weather chart. They will explore the seasons, present their learning on large poster paper and create their own season wheel. <b>G7</b></p>	<p>-Children answer questions (on plan) about their favourite toy. Children then interview a grandparent/ older person about their favourite toy, asking the same key questions. <b>H1, H4</b>                      -The children split a page into two, using half to paint a picture of their toy and half to paint a picture of their grandparents' toy, discussing similarities and differences. <b>H1, H4</b>                      -The children sort a range of toys into old and new. <b>H3</b>                      -Children create a timeline to order the evolution of British toys. <b>H2</b></p>		<p>-Children identify the continents and oceans of the world and the countries of the UK. Children discuss holiday destinations and discuss which countries and seas they have travelled over. How did they get there? The children will explore transportation around the world. <b>G3,G4</b>                      -Children will discuss and create a tally on how children in class travel to school. They will focus on how seasonal change affects how we travel to school. Children will create a</p>	<p>-Children to find out about Florence Nightingale, Mary Seacole and Edith Cavell through a scavenger hunt (explained on plan). <b>H10, H11, H12</b>                      -Children will discuss key questions (on plan). <b>H10, H11, H12</b>                      -Children create a table comparing the similarities and differences between the 3 famous people. <b>H10, H11, H12</b>                      -Invite Tempus Fugit or visit Thackeray Medical Museum to learn more about Florence Nightingale and what life was like at that time in the</p>	<p>-Explore Google Maps (The world, Europe, the UK, England, Yorkshire, West Yorkshire, Leeds, Guiseley, Tranmere). Research when the school was built (1970). Look at aerial photographs of Tranmere over time. <b>H14</b>                      -Children to find out about Michael Corbett, watch an episode of Sooty and discuss how television has changed. <b>H15</b>                      -Children to find out about Harry Ramsden, visit Harry Ramsden's and create a timeline with pictures,</p>

		<p>-Look together at the 'Toy Shop' by Peter Blake 1962. Children create their own piece of art in the same style. <b>H1, H4</b></p> <p>-Children look at a painting entitled Children's Games by Flemish artist, Pieter Bruegel (1560). Children discuss the games they can see and try playing some of the games. <b>H2</b></p> <p>-The children learn that dolls are believed to be one of the earliest toys to have ever been made and are known to have been played with during the time of the Ancient Egyptians. In museums, you can see other ancient Egyptian toys such as balls, toy animals, dolls and spinning tops. (more detail on plan). <b>H5</b></p> <p>-Complete a non-fiction reading RIC based on toys from the past. <b>H1, H4</b></p>		<p>pictogram/bar chart of their results. <b>G7</b></p> <p>-In pairs, children discuss all the places they have visited in the last week and draw a detailed map of the journey to one of them. <b>G13</b></p> <p>-Children select a recent holiday destination. They plot their journey and using a temperature map identify whether it is a hot or cold area. Children will learn about the key features of a hot and cold place. They will be given key vocabulary (on plan) and pictures (inc. animals) to study. They will decide whether these would be found in a hot place or a cold place. <b>G5, G6?</b></p> <p>-Children share transport methods before creating their own holiday posters showcasing all the exciting holiday activities that could take place at their chosen destination.</p>	<p>past. Class to then create fact file all about Florence Nightingale. <b>H10</b></p>	<p>showing the change in Harry Ramsden's business over the years. Talk about how useful or reliable images are as a source. <b>H14, H15</b></p> <p>-Invite Jacob Phillips (Theatre Director) or someone from Aireborough Historical Society to come in to speak to the children about the history of Abraham Moon Mill. Children will need to prepare questions that they would like answers to. Children visit Abraham Moon Mill and write up a report to present their overall findings. <b>H15</b></p> <p>-Ask pupils to focus on one of these people/places. Tell a story (real or imagined) using the setting and character, using digital video, comic or poster making apps. <b>H14, H15</b></p>
<b>Art</b>	<p>Children investigate the work of Goldsworthy and create their own piece of art in his style. They use photographic clues to investigate their natural environment, make leaf and bark rubbings and sketch leaves using 3 different grades of pencils to show texture, shading and recording size, shape &amp; colour. <b>A3, A7, A9, A21-24</b></p> <p>Children Investigate the Abstract Sculptures of Nnenna Okore and work in small groups to recreate one of her designs or create their own design inspired by her work. <b>A9,</b></p> <p>Children investigate and photograph different skylines and identify differences between rural and urban skylines. Before creating their own silhouette skyline, they will view art from Lowry, James, Fieber and Tinucci for inspiration. <b>A17, A21-24</b></p>		<p>Children identify primary colours on a colour wheel, then investigate mixing these to make secondary colours. <b>A14, A15</b></p> <p>Children will investigate which colours show emotion . They will paint faces to show a specific emotion. <b>A13, A19</b></p>			
<b>Oracy</b>	<p><b>BE A SPEAKER</b> <b>Covering Y1 O1-O3 and Y2 O1-O4,</b></p> <p>Children share their completed Andy Goldsworthy art work with their peers. Using sentence stems, the children discuss the materials they used, reasons for selecting their design etc.</p>					
<b>Design and Technology</b>			<p>Children will plan and make a healthy circus interval snack using key skills. <b>DT 23- 26</b></p>			



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## YEAR 1 AND 2 during Cycle 1



Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<b>Science</b>	<b>Seasonal Change</b> Children will learn that in the UK, the day length is longest in mid-summer and gets shorter each day until mid-winter, before getting longer again. They will learn that the weather changes with the seasons and that change in weather causes many other changes. <i>S1 -S3</i>		<b>Everyday Materials (Y1 Unit)</b> Children will learn that all objects are made from one or more materials and that objects can be made from different materials. They will learn how to describe materials by their properties and that some materials can be in different forms with very different properties. <i>S1 - S4</i>		<b>Uses of Everyday Materials (Y2 Unit)</b> Children will learn that all objects are made of one or more materials that are chosen specifically because they have suitable properties. They will carry out tests to help them choose what to make an object from. They will learn that some objects can be changed in shape. <i>S5-S8</i>		<b>Living Things and their Habitats (Y2 Unit)</b> Children will learn that all objects are either living, dead or have never been alive. They will learn that plants and animals live in a habitat to which they are suited. They will look at what the habitats provide and within the habitat there are different microhabitats. <i>S14- S16</i>	
<b>Computing</b>	<b>Year 1: Getting Started</b> The children log in and create password. They become comfortable formatting and creating art using the shape, pencil, brush and stamp tool. <i>C5, C7, C8</i>  <b>Year 2: What is a Computer</b> The children will complete a tech safari (photographing) and will understand inputs and outputs <i>C1, C9, C10, C11, C13, C15</i>	<b>Year 1: Programming</b> Use a BeeBot to explore the beginning of algorithms. Forward, Go, Left, Right, On and Off. <i>C1, C2, C3, C4, C6,</i>  <b>Year 2: Word Processing</b> The children will hone their keyboard and mouse skills whilst learning to copy and paste, undo, redo, add images, and change the font (Inc. bold and italic.) <i>C14, C16</i>	<b>Year 1: Algorithms Unplugged</b> The children will understand that they must be specific when writing an algorithm and will decompose the drawing of a 2D shape. <i>C2, C3, C4, C6,</i>  <b>Year 2: Scratch Jr</b> The children will play with blocks, create animations and program jokes. <i>C1, C2, C3, C4, C6, C7, c8,</i>	<b>Year 1: Digital Literacy</b> They will reorder images, take photos/search for images and then edit these. <i>C7, C9, C9</i>  <b>Year 2: ISS</b> They will study life on the ISS and will learn about data gathering. <i>C11, C17</i>	<b>Year 1: Introduction to Data</b> They will represent data using tables and graphs. They will aim to create a 'Guess Who' branching diagram by the end of the unit <i>C1, C5, C7, C10</i>  <b>Year 2: Stop Motion</b> They will learn about onion skinning and create a flipbook style animation <i>C12, C13,</i>	<b>Year 1: Rockets to the Moon</b> The children will create a rocket following clear instructions (algorithm) and then will gather data about the success of their rockets. <i>C4, C10</i>  <b>Year 2: Algorithms and debugging</b> Using Scratch, the children will drag and drop code, explore abstraction and create algorithms <i>C2, C3, C4, C5, C6, C7, C8, C15</i>		
<b>Physical Education</b>								
<b>Modern Foreign Languages</b>	<b>Moi</b> Children will name basic body parts from memory. <i>MFL12</i>	<b>Les Jouets (Topic Link)</b> Children will name some toys from memory. <i>MFL13</i>	<b>Le Cirque (Topic Link)</b> Children will name some animals from memory. <i>MFL14</i>	<b>Le Sport</b> Children will name a few basic sports from memory and indicate if they like or dislike something. <i>MFL15, MFL16</i>	<b>Les Contes</b> Children will join in with a traditional fairy-tale and name some key vocab from the chosen story. <i>MFL17, MFL18</i>	<b>Le Travail</b> Children will name a few professions. <i>MFL19</i>		
<b>Music</b>	<b>Pitch / Charanga - Hey You!</b> Sing a familiar song higher, lower, faster, slower, louder, softer. Play own tunes on chime bars using only high or only low notes. Individual children instruct the class or individuals to stand up or sit down by playing only high or low notes.	<b>Duration and Texture - Christmas Concert</b> Clap the rhythm of a Christmas phrase. e.g 'Baubles on the tree.' Clap/play in time to a song from xmas concert. Clap the ostinato 'Santa go stuck' to the tune of 'When Santa got stuck up the chimney' Perform to an audience/film	<b>Notation and Structure / Charanga - In the Groove</b> Make sounds to represent symbols e.g. square = clap Read and play symbols from a chart. Create own charts to play from. Perform/film	<b>Timbre and Tempo / Charanga - Round and Round</b> Get to know the saxophone and the triangle, choose instruments to create sounds and moods and to play along to pieces of music. Draw a picture in response to a piece of music.	<b>I am a listener / Charanga - Your Imagination</b> Discuss vocabulary to describe music .Draw a picture in response to a piece of music.	<b>I am a composer / Charanga - Reflect, Rewind and Replay</b> Compose using a phrase connected to topic. Give it a tune. Play on chime bars. Perform/film		
<b>Religious Education</b>								
<b>PSHE – including British Values</b>								
<b>Outdoor Learning - Skills</b>	<b>Play/Exploring</b>		<b>Knots</b>		<b>Shelter Building</b>		<b>Fire</b>	<b>Geographical Skills</b>
<b>Outdoor Learning/Muddy Puddle Days</b>	<b>Goldsworthy Sculpture</b> Children to create a sculpture in the style of Andy Goldsworthy.		<b>Victorian Games</b> Children will know and play some common Victorian games. They will use their creativity to make up their own games outside. Victorian Games (PDF)					