



# LONG-TERM PLANS at Tranmere Park YEAR 1 AND 2 during Cycle 2



Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b> 1) Entry and Exit 2) Key Question	<b>Hooray Let's Go on Holiday!</b>  <b>Entry:</b> Travel agents role-play. <b>Exit:</b> Set the hall up as a beach, invite parents and present learning. <b>What can you discover at the seaside?</b>	<b>All Dressed Up</b>  <b>Entry:</b> Weaving workshop. <b>Exit:</b> Fashion Show, showcasing their T-shirts. <b>What makes a good outfit?</b>	<b>Time Travellers</b>  <b>Entry:</b> 'Codswallop' workshop, reenacting the 'Great Fire of London' as told by Samuel Peyps. <b>Exit:</b> History Showcase for parents. <b>How did London adapt and change after the Great Fire? What would it be like to be a spaceman?</b>	<b>Buildings</b>  <b>Entry:</b> Create a freestanding tower. <b>Exit:</b> Best designed tower competition. <b>Which materials would you use to build a free standing tower?</b>	<b>We Are What We Eat</b>  <b>Entry:</b> Plant seeds/bulbs to grow and to use in our recipes. <b>Exit:</b> Set up the classroom as a restaurant and enjoy the food. <b>What helps me to stay healthy?</b>	<b>Local Geography</b>  <b>Entry:</b> Book study <b>Exit:</b> Treasure hunt around the Tranmere Park estate. <b>What is the geography of where I live?</b>
<b>Key Texts that will be studied</b>	LiFt the Flap 'On the Beach' The Lighthouse Keeper's Lunch At the Beach A First Book of the Sea How Does a Lighthouse Work? Seashore: 100 Facts The Big Book of the Blue-Yuval Zommer  <u>Doug Lemov:</u> Archaic Texts – <i>The Owl and the Pussycat</i> Non-linear sequences – Complexity of the Narrator – Complexity of Plot/symbol – Resistant Texts –	Clans and Tartans: Traditional Scottish tartans Tartan Witch Usborne - Clothes and Fashion Picture Book  <u>Doug Lemov:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Complexity of Plot/symbol – Resistant Texts –	The Great Fire of London Vlad and the GFoL Toby and the GFOL The National Archives: the GFoL Unclassified: Secrets Revealed! The GFoL-Beginning History Jasper: Space Dog The Darkest Dark How to be an Astronaut and Other Space Jobs Trailblazers: Neil Armstrong WHERE ONCE WE STOOD <u>Doug Lemov:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Complexity of Plot/symbol – Resistant Texts –	Building Structures and Towers Sky Boys: How They Built the Empire State Building A Year at a Construction Site DK Readers L2: Amazing Buildings See Inside Bridges, Towers and Tunnels  Let's Build a House: a book about buildings and materials  <u>Doug Lemov:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Complexity of Plot/symbol – Resistant Texts –	Healthy Plates Eating Healthy The Food Groups - Nutrition Books for Kids  <u>Doug Lemov:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Complexity of Plot/symbol – Resistant Texts –	Ways into Geography: Our Local Area  <u>Doug Lemov:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Complexity of Plot/symbol – Resistant Texts –
<b>Educational Visits/Memorable Experiences</b>	The 'beach' visit	Visit to Bradford Industrial Museum Fashion Show	Visit from 'Codswallop' Recreate the city of London to set alight in the playground.	Chicks-Science	Trip to a vegetable farm or similar.	Treasure hunt around the Tranmere Park estate.
<b>Geography and History</b>	<u>Geography</u> Children will Identify, in photographs and aerial images, the following physical features: hill, soil, mountain, lake, island, valley, river, cliff, forest and beach and the following human features: city, town, village, factory, farm, house, office, port, harbour and shop. <b>G9</b>		<u>History</u> Children learn about the Great Fire of London and the first Moon landing. <b>H6, H7, H8, H9, H13</b>			<u>Geography</u> Identify the countries, capital cities and seas of the UK. Watch a weather forecast and focus on the weather/temperatures across the British Isles. Local geography will focus on Tranmere Park and the children will discuss physical/human geography features of the estate. <b>G1, G2, G7 G11, G12, G13</b>
<b>Art</b>	Create a sand sculpture <b>A3</b> Use charcoal, pencil and pastel to show physical features of physical geography. Study the work of Sisley and Newbold to create poster art destinations. Look at pointillism artists and create their own work in their style. <b>A8, A11, A12</b>	Explore textiles that have been woven or knitted into fabric. Look at the work of textile artists and investigate pattern. Create their own tartan designs, study the use of natural materials in creating symmetrical patterns and use computers/printing to create their own repeating pattern. <b>A21 A2 A5 A3</b>			Explore how artists use food in their work. Create their own observational drawings, learn about the primary colours and learn to mix the secondary colours together. <b>A8 A10 A14 A15 A21</b>	

<p><b>Oracy</b></p>	<p><b>BE A SPEAKER</b> -Play 'At the Beach I saw...' Y1 O1,O2 -Children practise and prepare for their exit point. Children rehearse speaking in front of their peers first before speaking in front of parents in the hall. Y1 O1, O2 Y2 - O1-O3</p>	<p><b>BE A LINGUIST</b> Y1 O3 - Link to this half term's work in PSHE Y1 O4 - To be delivered through daily English lessons Year 2 Y2 O4, O5 -During the exit point (designing and making their own garment), provide the children with subject specific vocabulary (vocabulary mats) that they have been exposed to throughout the unit. Focus on the children incorporating this vocabulary accurately into today's session. Y2 O6, O7 to be delivered in English lessons</p>	<p><b>BE A THINKER</b> Y1 O10, Y2 O13 Play 'Be the expert!' Give each child in the pair a different piece of information linked to the topic. This could be a video, text or picture. They will become experts as their partner will not have the same information as them. This will fuel the discussion. Y1 - Children work in pairs A and B. Y2 - Children take on the role of A, B and, C. A and B discuss and C listens, ready to report back. The children then switch roles. Y1 O7 Y2 O10 - Children to prepare and then ask questions to a visitor who was around at the time of the first moon landing.</p>	<p><b>BE A THINKER</b> Children to construct a free-standing tower in groups. Y1 O9 - Children focus on turn taking when completing this activity (turn taking to share their ideas) Y2 O12 - Children provide reasons for their thinking.</p>	<p><b>BE AWARE OF OTHERS</b> Key Question: Children should not be allowed to eat junk food. Do you agree or disagree? Y1 O12 Y2 O14 Children to be given time to formulate some ideas for discussion with a partner and 'mind map' ideas. Provide the children with sentence stems - I agree because... I disagree because...Children to then complete this activity in small groups. Who can respond appropriately?</p>	<p><b>BE AWARE OF OTHERS</b> Y1 O16, Y2 O15 Children prepare a weather forecast and perform this in front of their class. Can the Y2 children hold the attention of their audience by adapting the way that they talk?</p>
<p><b>Design and Technology</b></p>		<p>Children design, make and evaluate a decorative and appealing T-shirt. DT 1-11</p>		<p>Children to design, make and evaluate a free standing tower. DT 1, DT2, DT3, DT4. DT6, DT8, DT9, DT10, DT11, DT12, DT15</p>	<p>learn about a balanced diet and create a food diary. Make a fruit salad and a pizza (cooking) weighing, measuring, chopping (bridge and claw), grating, peeling, snipping and tearing, spreading and arranging D19 - D26</p>	



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<b>Science</b>	<b>Plants (Y1 Unit)</b> Children will learn that growing locally there will be a vast array of plants which all have specific names. They will know that these can be identified by looking at the key characteristics of the plant. They will learn that plants have common parts and that some trees keep their leaves all year (evergreen) whilst other trees drop their leaves (deciduous) during autumn and grow them again during spring. <i>S9 -S12</i>	<b>Animals including Humans (Y1 Unit)</b> Children will learn that animals vary in many ways having different structures and that these key features can be used to identify them. They will learn that animals eat certain things. Children will know that humans have key parts in common and that humans (and other animals) find out about the world using their senses. They will learn that animals can be categorised by characteristics (fish, bird, etc) <i>S4 -S8</i>	<b>Animals including Humans (Y2 Unit)</b> Children will learn that animals including humans have offspring which grow into adults. They will know that in humans and some animals, these offspring will be young and in other animals, there may be eggs laid that hatch to young. The young of some animals do not look like their parents e.g. tadpoles. Children will learn that all animals including humans have basic needs of feeding, drinking and breathing that must be satisfied to survive, and to grow into healthy adults they also need the right amounts and types of food (carbohydrates, proteins etc) and exercise. They will learn that good hygiene is also important in preventing infections and illnesses. <i>S13 -S15</i>		<b>Plants (Y2 Unit)</b> Children will learn that plants may grow from either seeds or bulbs. They will know that seeds and bulbs need to be planted outside at particular times of the year and they will germinate and grow at different rates. They will learn that some plants are better suited in full sunshine and some in partial or full shade. Children will learn that plants need different amounts of water to grow and that all living things grow, consume nutrients and reproduce. <i>S9 - S13</i>	
<b>Computing</b>	<b>Year 1: Getting Started</b> The children login and create a password. They format and create art using the shape, pencil, brush and stamp tool. <i>C5, C7, C8</i> <b>Year 2: What is a Computer</b> 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 algorithms. Forward, Go, Left, Right, On and Off. <i>C1, C2, C3, C4, C6,</i> <b>Year 2: Word Processing</b> The children 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> 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> Represent data using tables and graphs. 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 flip book style animation <i>C12, C13,</i>	<b>Year 1: Rockets to the Moon</b> Create a rocket following clear instructions (algorithm) and 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>Indoor - PE Hub Dance - Year 1 Unit 1</b> <b>Outdoor - Real PE - Year 2 Unit 1</b>	<b>Indoor - Real PE - Year 2 Unit 2</b> <b>Outdoor - PE Hub - Attack, Defend Shoot - Year 1 Unit 1</b>	<b>Indoor - Real PE - Year 2 Unit 3</b> <b>Outdoor - PE Hub - Send and Return - Year 1 Unit 1</b>	<b>Indoor - Real PE - Year 2 Unit 4</b> <b>Outdoor - PE Hub - Run, Jump, Throw - Year 1 Unit 1</b>	<b>Indoor - PE Hub - Gymnastics - Year 1 Unit 1</b> <b>Outdoor - Real PE - Year 2 Unit 5</b>	<b>Indoor - Real PE - Year 2 Unit 6</b> <b>Outdoor - PE Hub - Hit, Catch, Run - Year 1 Unit 1</b>
<b>Modern Foreign Languages</b>	<b>Les Vacances (Topic Link)</b> Children will name basic transport from memory by playing games and joining in with songs. <i>MFL1 - MFL11, MFL12</i>	<b>Les Vetements/Noel</b> Children will name basic clothes from memory by dressing up, joining in with songs and listening to stories and joining in. <i>MFL1 - MFL11, MFL13</i>	<b>Je vis</b> Children will name basic weather from memory by making weather charts, presenting a weather report and joining in with songs. <i>MFL1 - MFL11, MFL14</i>	<b>Les Fleurs et Les Insectes</b> Children will name basic flowers/insects from memory by joining in with songs, going on a treasure hunt and labelling posters. <i>MFL1 - MFL11, MFL15</i>	<b>La Nourriture (Topic Link)</b> Children will name basic food items from memory, joining in with songs and following French instructions and playing games. <i>MFL1 - MFL11, MFL16</i>	<b>La France</b> Name some French towns from memory. Learn that French is spoken in countries other than France. Locate some major towns on a map. Learn about some French festivals <i>MFL1 - MFL11, MFL17-20</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.	<b>Duration and Texture - Christmas Concert</b> Clap/play in time to a song from xmas concert. Clap ostinato to the tune of Rudolph the red nose. Perform to an audience/film.	<b>Notation and Structure / Charanga - In the Groove</b> Make sounds to represent symbols Read and play symbols from a chart.	<b>Timbre and Tempo / Charanga - Round and Round</b> Get to know the tambourine and the violin. Choose instruments to create sounds and moods and play along to pieces 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 a topic. Give it a tune. Play on chime bars. Perform/film
<b>Religious Education</b>	<b>How is New Life Welcomed?</b>	<b>How Can We Make Good Choices?</b>	<b>How and Why do People Pray?</b>	<b>How Can We Look After Our Planet?</b>	<b>What Did Jesus Teach and How Did He Live?</b>	
<b>PSHE – including British Values</b>	<b>Physical Health and Wellbeing</b> Y1 - Fun Times Y2 - What keeps me healthy <b>MindMate:</b> Y1 Celebrating differences Y2: Beginning to understand empathy <b>First Aid:</b> Y1 First Aid Kit	<b>Mental Health and Emotional Wellbeing</b> Y1 - Feelings Y2 - Friendship <b>MindMate:</b> Y1 - I know when my friends are feeling happy Y2 - Impact of Behaviour on Others	<b>Careers, financial capability and economic well-being</b> Y1 - My money Y2 SRE - Boys and girls, families <b>MindMate:</b> Y1 - Perseverance Y2 - Setting goals and targets	<b>Identity, Society and Equality</b> Y1 - Me and Others Y2 SRE - Boys and girls, families <b>Mindmate:</b> Y1 - Recognise Feelings Y2: Celebrate strengths	<b>Drug, Alcohol and Tobacco Education</b> Y1 - What do we put into and onto our bodies? Y2 - Medicines and me <b>MindMate:</b> Y1 - Comfortable and Uncomfortable Feelings Y2 - Recognise when it is fair/unfair <b>First Aid</b> Y1: Communication and Casualty Care Y2: Coping in an Emergency	<b>Keeping Safe and Managing Risk</b> Y1 - Feeling Safe Y2 - Indoors and Outdoors <b>MindMate:</b> Y1 - Making New Friends (Life Changes) Y2 - Loss/Losing loved object/pet/person <b>First Aid</b> - Y2 - Minor Bleeding
<b>Outdoor Learning - Skills Y1</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>Beach Small World</b> Children make their own beach environment in tuff trays as their entry point. Use natural materials to be rocks/seaweed etc.	<b>Historical Clothing – Natural Dyes</b> (page 105 SCHOOL OUTDOOR LEARNING folder) The children will experiment with naturally occurring materials to make coloured dyes for dyeing fabrics.	<b>The Great Fire Of London</b> Create a replica and redesigned city of London to set alight in the playground with the help from the fire brigade.	<b>Flower Models</b> Children will design, make and label a flowering plant that would be attractive to an insect. Using chalks and natural objects. (page 168 SCHOOL OUTDOOR LEARNING folder)	<b>Edible Changes</b>  (page 164 SCHOOL OUTDOOR LEARNING folder) The children will take a variety of food outside and see if they change state when heated or cooled.	<b>Gone with the Wind</b>  (page 90 SCHOOL OUTDOOR LEARNING folder) The children will spend time outside feeling the speed and direction of the wind.