






Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Topic 1) Entry and Exit 2) Key Question	<p style="text-align: center;">Toys</p>  <p>Entry: Turn the classroom into the Toymaker's workshop and design, make and evaluate a toy car. Exit: Ilkley toy museum</p> <p style="text-align: center;">How have toys changed over time?</p>		<p style="text-align: center;">Transport and Journeys</p>  <p>Entry: Build transport with outdoor materials Exit: Build toy vehicle and experiment to evaluate</p> <p style="text-align: center;">How do people travel?</p>		<p style="text-align: center;">Our World</p>  <p>Entry: Orienteering exercise Exit: School visit to Harlow Carr</p> <p style="text-align: center;">How does the weather change throughout the year?</p>		<p style="text-align: center;">Famous Nurses</p>  <p>Entry: Tempus Fugit Visit Exit: Nurses day</p> <p style="text-align: center;">How have Edith Cavell, Florence Nightingale and Mary Seacole impacted on life today?</p>		<p style="text-align: center;">Local History</p>  <p>Entry: Codswallop visit Exit: Walk around the local area</p> <p style="text-align: center;">How has our local area changed?</p>	
Key Texts that will be studied	Dogger by Shirley Hughes The Toymaker by Martin Waddell Knuffle Bunny Old Bear Traction Man Move into History - Toys and Games by Sally Hewitt The History of Toys - Helen Cox Cannons Terrific Toys in the Past - Anthony, Williams Info Buzz - Toys by Izzi Howell		A World Full of Journeys and Migrations - Martin Howard Around the World in 80 Ways: The Fabulous Inventions that get us from here to there - DK - Katy Halford Transport around the world - Moira Butterfield My big book of Transport - Moira Butterfield Big Picture Atlas		Lift the Flap Questions and Answers Weather (Usborne) Tree: Seasons Come, Seasons Go - Patricia Hegarty See inside Weather and Climate - Katie Daynes Why do leaves fall from trees? - Ruth Owen Project Weather A Year in Nature: A Carousel Book of the Seasons - Hazel Maskell I am the seed that grew the tree		Life of Florence Nightingale - Liz Gogerly Little People, Big Dreams Florence Nightingale - Maria Vegara Vlad and the Florence Nightingale Adventure - Kate Cunningham A picture book of Florence Nightingale - David Adler Extraordinary life of Mary Seacole - Alleanna Harris Hoorah for Mary Seacole - Trish Cooke Fantastically Great Women who changed the world:1 - Kate Pankhurst Brave nurses: Mary Seacole and Edith Cavell (Collins)		Local resources	
Educational Visits/Memorable Experiences	Visit to Ilkley Toy Museum Visitor into class to talk about toys they used to play with as a child		Carousel of activities - each classroom teaching about each of the countries of the UK		Visit Harlow Carr Gardens		Visit from Tempus Fugit		Walk around the local area	

<p>Geography and History</p>	<p>-Children answer questions about their favourite toy. Children then interview a grandparent/ older person about their favourite toy. H1, H4</p> <p>-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. H1, H4</p> <p>-Sort a range of toys into old and new. H3</p> <p>-Create a timeline to order the evolution of British toys. H2</p> <p>-Look together at the 'Toy Shop' by Peter Blake 1962. Children create their own piece of art in the same style. H1, H4</p> <p>-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. H2</p> <p>-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. H5</p> <p>-Complete a non-fiction reading RIC based on toys from the past. H1, H4</p>		<p>-identify the continents and oceans of the world and the countries of the UK. -Discuss holiday destinations and which countries and seas they have travelled over. How did they get there? Explore transportation around the world. G3,G4</p> <p>-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. Create a pictogram. G7</p> <p>-Discuss the places they have visited in the last week and draw a detailed map of the journey to one of them. G13</p> <p>-Select a recent holiday destination. 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. G5, G6?</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>-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. G7</p>	<p>-Find out about Florence Nightingale, Mary Seacole and Edith Cavell through a scavenger hunt (explained on plan). H10, H11, H12</p> <p>-Discuss key questions (on plan). H10, H11, H12</p> <p>-Create a table comparing the similarities and differences between the 3 famous people. H10, H11, H12</p> <p>-Invite Tempus Fugit or visit Thackeray Medical Museum to learn more about Florence Nightingale and what life was like at that time in the past. Class to then create fact file all about Florence Nightingale. H10</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. H14</p> <p>-Find out about Matthew Corbett. Watch Sooty.H15</p> <p>-Find out about Harry Ramsden. Visit Harry Ramsden's and create a timeline with pictures, showing the change in Harry Ramsden's business over the years. H14, H15</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 prepare questions. Visit Abraham Moon Mill and write up a report H15</p> <p>-Pupils focus on one of these people/places. Tell a story (real or imagined) H14, H15</p>
<p>Art</p>	<p>Children identify primary colours on a colour wheel, then investigate mixing these to make secondary colours. A14, A15</p> <p>Children will investigate which colours show emotion . They will paint faces to show a specific emotion. A13, A19</p>			<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 & colour. A3, A7, A9, A21-24</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. A9,</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. A17, A21-24</p>		
<p>Oracy</p>	<p>BE A SPEAKER Y1 O1, O2, O3 Y2 O1 O2</p> <p>Children present their favourite toys to the class. Children should answer key questions:</p> <ul style="list-style-type: none"> -What is your favourite toy? -What is it made from? Why is it special to you? -How does it work? -How old is the toy? -Where did you get the toy? 	<p>BE A LINGUIST</p> <p>Y1 O4 - Link to this half term's work in PSHE</p> <p>Y1 O5 - To be delivered through daily English lessons</p> <p>Y2 O5 - Children to use subject specific vocabulary to explain, describe and add detail and my sentences are usually grammatically correct</p> <p>Children to discuss their vehicles that they have made in DT. How did they make their wheels/axles? Why? What is good about it? What could be improved?</p>	<p>BE A THINKER Spring 1st - Y1 O10, Y2 O13</p> <p>Children to discuss the work of Andy Goldsworthy and create their own work in his style. Why have you chosen to use those materials? What materials have you used? What is your design?</p>	<p>BE AWARE OF OTHERS</p>		
<p>Design and Technology</p>	<p>Children design, make and evaluate a purposeful, functional and appealing car that will transport a small-world/Lego. DT 1- 15</p>		<p>Children will plan and make a healthy circus interval snack using key skills. DT 23- 26</p>			



LONG-TERM PLANS at Tranmere Park

YEAR 1 AND 2 during Cycle 1



Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Everyday Materials (Y1 Unit) 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> <i>Welly Walk - looking at seasons (see Science KP - S1 - S3)</i>	Uses of Everyday Materials (Y2 Unit) 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>		Seasonal Change 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> <i>Welly Walk - looking at seasons (see Science KP - S1 - S3)</i>	Living Things and their Habitats (Y2 Unit) 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> <i>Welly Walk - looking at seasons (see Science KP - S1 - S3)</i>	
Computing	Year 1: Algorithms Unplugged 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>	Year 1: Programming – Bee Bot Use a BeeBot to explore the beginning of algorithms. Forward, Go, Left, Right, On and Off. <i>C1, C2, C3, C4, C6,</i>	Year 2: Algorithms and debugging Using Scratch, the children will drag and drop code, explore abstraction and create algorithms <i>C2, C3, C4, C5, C6, C7, C8, C15</i>	Year 2: Scratch Jr The children will play with blocks, create animations and program jokes. <i>C1, C2, C3, C4, C6, C7, C8,</i>	Year 1: Digital Imagery They will reorder images, take photos/search for images and then edit these. <i>C7, C9, C9</i>	Year 2: Stop Motion They will learn about onion skinning and create a flipbook style animation <i>C12, C13,</i>
Physical Education	Indoor - PE Hub - Year 1 Gymnastics - Unit 1 and 2 Outdoor - Real PE - Year 1 Unit 1	Indoor - Real PE - Year 1 Unit 2 Outdoor - PE Hub - Year 1 - Attack Defend Shoot - Unit 1 and 2	Indoor - Real PE - Year 1 Unit 3 Outdoor - PE Hub - Year 2 - Attack Defend Shoot - Unit 1 and 2	Indoor - Real PE - Year 1 Unit 4 Outdoor - PE Hub - Year 1 - Hit Catch Run - Unit 1 and 2	Indoor - PE Hub - Year 2 - Gymnastics - Unit 1 and 2 Outdoor - Real PE - Year 1 Unit 5	Indoor - Real PE - Year 1 Unit 6 Outdoor - PE Hub - Year 2 Hit Catch Run - Unit 1 and 2
Modern Foreign Languages	Moi Children will name basic body parts from memory. <i>MFL12</i>	Les Jouets (Topic Link) Children will name some toys from memory. <i>MFL13</i>	Le Cirque Children will name some animals from memory. <i>MFL14</i>	Le Sport Children will name a few basic sports from memory and indicate if they like or dislike something. <i>MFL15, MFL16</i>	Les Contes Children will join in with a traditional fairy-tale and name some key vocab from the chosen story. <i>MFL17, MFL18</i>	Le Travail Children will name a few professions. <i>MFL19</i>
Music	Pitch / Charanga - Hey You! 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.	Duration and Texture - Christmas Concert 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	Notation and Structure / Charanga - In the Groove Make sounds to represent symbols e.g. square = clap Read and play symbols from a chart. Create own charts to play from. Perform/film	Timbre and Tempo / Charanga - Round and Round 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.	I am a listener / Charanga - Your Imagination Discuss vocabulary to describe music. Draw a picture in response to a piece of music.	I am a composer / Charanga - Reflect, Rewind and Replay Compose using a phrase connected to topic. Give it a tune. Play on chime bars. Perform/film
Religious Education	1.1 What books and stories are special FESTIVALS AND MORALS	1.2 How do celebrate special events FESTIVALS AND MORALS	2.5 What did Jesus teach and how did he live? (TAUGHT HERE BECAUSE OF EASTER) FESTIVALS AND MORALS	1.3 What does it mean to belong to a church/mosque? WORSHIP	2.3 How and why do people pray? WORSHIP	KS1 – An introduction to scared texts Introduce the name of each text and the religion they are from. Discuss why they are important to each religion
PSHE – including British Values	Physical Health & Wellbeing Y1- Fun Time MindMate: Y1 – Being the same; being different. Celebrating differences	Physical Health and Wellbeing Y2-What keeps me healthy? MindMate: Y2 – Solving problems – not giving up - perseverance	Careers, financial capability and economic well-being Mindmate: Y1 – Solving problems – making it better. Setting goals and targets. Y2 SRE - Boys and girls, families MindMate: Y2 – Being the same; being different. Beginning to understand empathy.	Identity, Society and Equality Y1 - Me and Others Mindmate: Y1 – Feeling good and being me- Me and others. Y2 SRE - Boys and girls, families Mindmate: Y2: Feeling good and being me: Celebrate strengths	Drug, Alcohol and Tobacco Education Y1 - What do we put into and onto our bodies? MindMate: Y1 Strong emotions- Comfortable and Uncomfortable Feelings First Aid Y1: Communication and Casualty Care	Drug, Alcohol and Tobacco Education Y2 - Medicines and me MindMate: Y2 – Strong emotions. Recognise when it is fair/unfair First Aid Y2: Coping in an Emergency

<p>Outdoor Learning/Muddy Puddle Days</p>	<p>Plaited Bracelet</p> <p>Children learn the overhand knot by using either 1 or 2 pieces of thread. Children can thread beads onto and practice plaiting/over/under to create friendship bracelets.</p> <p>https://www.youtube.com/watch?v=0lm0VBlio9M (1 piece of thread)</p> <p>https://www.youtube.com/watch?v=fuj95113YvQ&t=46 (2 pieces of thread)</p> <p>Shoe Laces</p> <p>Twinkl unit – started in EYFS</p>	<p>PE based geographical skills</p>	<p>Welly Walk</p> <p>Children will take part in a local walk (Thorpe Lane Woods) to build confidence travelling over different terrain.</p> <p>Whilst in the wood’s children will search for different insects, learn how to carry sticks safely and enjoy rolling down a hill on the way back via The Oval.</p> <p>Link here with Science – Seasonal Changes (Welly Walk)</p>	<p>Bug Hotel/Den</p> <p>Children work in groups to collect small sticks to create a den for a tiny creature. Fill it with leaves and visit each day to see if there have been any visitors.</p> <p>Link with Science – ‘Living Things and their Habitats’ Y2</p>	<p>Cooking Marshmallows</p> <p>Children will go over fire safety rules and expectations beforehand. They will work as a team to discuss, find and carry sticks to make the fire and use to toast the marshmallows.</p>
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