

## September 2023 – July 2024 Long Term Plan

Class: Venus (2)

Year Groups: 1 and 2

The information below gives a brief overview of what the children in the above class will be learning in the academic year September 2023 – July 2024.

*Please feel free to speak to your child's class teacher if you would like more information about their learning.*

English	<p><b>Writing (Linked to Topic work) – A range of genres including:</b></p> <ul style="list-style-type: none"><li>• Diary entries</li><li>• Letters</li><li>• Narratives – including setting and character descriptions, retelling of stories</li><li>• Instructions</li><li>• Non-chronological reports</li><li>• Recounts</li><li>• A range of different of poetry</li></ul> <p><b>Reading – studying a range of texts through whole class reading, guided reading and individual reading. Building skills in the areas of:</b></p> <ul style="list-style-type: none"><li>• Decoding, including:<ul style="list-style-type: none"><li>• Applying phonic knowledge to decode words (Y1&amp;2)</li><li>• Blending sounds in words that contain learnt graphemes (Y1&amp;2)</li><li>• Recognising and reading alternative sounds for graphemes (Y2)</li><li>• Applying knowledge of root words to read words with suffixes (Y1&amp;2)</li><li>• Reading words of more than one syllable that contain taught graphemes (Y1&amp;2)</li><li>• Reading exception words, noting the unusual correspondences between spelling and sound (Y1&amp;2)</li></ul></li><li>• Comprehension, particular focus on:<ul style="list-style-type: none"><li>• Retelling key stories, fairy stories and traditional tales (Y1)</li><li>• Discussing the sequence of events in a book, identifying recurring language and exploring the structure of non-fiction books (Y2)</li><li>• Making simple inferences from illustrations, events, characters' actions and speech (Y1&amp;2)</li><li>• Using prior knowledge, including background information and word meanings, to understand texts (Y1&amp;2)</li><li>• Reading for meaning and check that the text makes sense. Going back and re-reading when it does not make sense (Y2)</li><li>• Predicting what might happen based on the details read (Y1&amp;2)</li><li>• Discussing stories, poems and non-fiction texts, taking turns and listening to what others say (Y1&amp;2)</li></ul></li></ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"><li>• Spelling – using Phonics where appropriate, developing spelling skills by explicitly teaching the set rules outlined in the National Curriculum.</li><li>• Punctuation – discrete lessons to support teaching of punctuation within writing so that children feel confident with applying a range of increasingly complex punctuation. Also taught across the curriculum to embed learning.</li><li>• Grammar – discrete lessons to reinforce teaching of grammar within writing. Particular focus on using the correct terminology for different concepts. Also taught across the curriculum to embed learning.</li></ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"><li>• Regular use of Spoken Language to inspire writing.</li><li>• Developing skills, such as volume, expression and intonation, and confidence when speaking in a range of contexts.</li></ul>
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Maths	<p>Maths learning will follow the national curriculum in these areas:</p> <ul style="list-style-type: none"><li>• Number (place value, addition and subtraction, multiplication and division, fractions)</li><li>• Measurement</li><li>• Geometry (properties of shapes, position and direction)</li><li>• Statistics (Y2)</li></ul> <p>These topics will be revisited in a spiral curriculum to ensure that the objectives are covered in sufficient depth and breadth.</p>
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	Autumn	Spring	Summer
Values for Life	Creativity Humility	Justice Hope	Perseverance Truthfulness
Science	Seasonal Changes (Y1)  Animals including Humans (Y1&2)	Seasonal Changes (Y1)  Use of Everyday Materials (Y1&2)	Seasonal Changes (Y1)  Living Things and their Habitats (Y2)  Plants (Y1&2) Teaching all children in Y1 & Y2
Computing	Online Safety – Health, Wellbeing and Lifestyle and Privacy and Security  Information Technology – touch typing, word processing, editing	Online Safety – Online Relationships and Online Bullying  Computer Science – programming using BeeBots, Scratch and/or 2Code	Online Safety – Copyright and Ownership and Self-Image and Identity  Information Technology – search technologies, presenting and formatting (Word)
History	<u>Significant historical events, places or people in locality:</u>  <b>The Victorians – link to school</b>	<u>Changes within living memory/ Events beyond living memory:</u>  <b>Toys through Time</b>	<u>Significant individuals:</u>  <b>Rosa Parks and Emily Davison</b>
Geography	<u>Fieldwork</u> – studying the geography of our surrounding environment <u>Locational Knowledge</u> – four countries of the UK <u>Physical Geography</u> – weather patterns and seasons <u>Human Geography</u> – identify and use correct vocabulary for key human features (within locality) <u>Geographical skills</u> - using aerial photographs to locate human and physical features, compass directions, maps  <b>Where we Live</b>	<u>Locational Knowledge</u> – name and locate world's continents and oceans <u>Physical Geography</u> – seasonal and daily weather patterns, location of hot and cold areas in relation to the Equator and the North and South Poles, identify and use correct vocabulary <u>Human Geography</u> – identify and use correct vocabulary <u>Geographical skills</u> - using aerial photographs to locate human and physical features  <b>Natural or Manmade?</b>	<u>Locational Knowledge</u> – name and locate world's continents and oceans <u>Geographical Skills</u> - use world maps, atlases and globes, compass directions, use aerial photographs <u>Place Knowledge</u> – comparison of London and Beijing  <b>London and Beijing</b>
RE	Buddhism Christianity	Islam Christianity	Sikhism Christianity
Music	Play and perform using percussion instruments, singing, listening to a variety of music.		

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Art	<u>Exploring and Developing Ideas</u>  Collage – exploring a variety of materials that have been cut, torn, mixed and overlapped to create texture  Textiles: Sewing - Christmas puppets Weaving - Nature weaving walls and weaving boards Dyeing techniques – Tie Dye techniques sunburst, lines and circles	<u>Exploring and Developing Ideas</u>  Sculpture/3D - Andy Goldsworthy and Barbara Hepworth  Drawing - Robert Delaunay and Piet Mondrian; exploring techniques and skills using pencils and oil pastels	<u>Exploring and Developing Ideas</u>  Printing – exploring techniques and skills using a variety of materials e.g. sponges, fruit, blocks  Painting – Paul Klee and Piet Mondrian; exploring techniques and skills using watercolour and ready mixed tempera paint
DT	<u>DT Projects on a Page</u>  Cooking & Nutrition – Christmas Cooking	<u>DT Projects on a Page</u>  Cooking & Nutrition – Healthy Salads	<u>DT Projects on a Page</u>  Cooking & Nutrition – Italian Feast
PSHE	Being Me in My World	Celebrating Difference	Relationships Changing Me
PE	Ball Skills Team Building Fitness Dance	Invasion Gymnastics Swimming Sending and Receiving	Athletics Fielding and Striking Net and Wall Target Games

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