

| KS1 2 Year LTP ALL SUBJECTS - Year B | | | | | | |
|--------------------------------------|--|--|--|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Whole School Theme | <i>Reach for Greatness</i> | <i>Footprints of the Past</i> | <i>The Tales We Tell</i> | <i>A Moment in Time</i> | <i>No Place Like Home</i> | <i>Treasures and Gold</i> |
| KS1 Sub Theme | <i>What Makes York Great?</i> | <i>The Vile Vicotrians</i> | <i>Into the Woods</i> | <i>London's Burning</i> | <i>Far From Home</i> | <i>Beside the Seaside</i> |
| Driver | <i>History</i> | <i>History</i> | <i>Science / Design Technology</i> | <i>History</i> | <i>Geography</i> | <i>Geography</i> |
| Trips / Launch / Land | Trip to the National Railway Museum | Victorian school dress up day. Visit to York Castle Museum | Fairytales crime scene / interview with Goldilocks | History artefact box / Fire Brigade visit | Island adventure morning / interviews with an islander / Londoner | Trip to Filey |
| Writing | Recount Instructions Narrative (Journey Tale) Texts for teaching: The Runaway Train (Benedict Blathwayt) | Information Text / Non-Chronological Reports Poetry (Rhyme) Texts for teaching: A Day in the Life of a Victorian Child (Penelope Harnett) The Night Before Christmas (Clement Clarke Moore) | Narrative (Traditional Tales) Letter writing Narrative (Character / setting description) Texts for teaching: Goldilocks and the Three Bears Hansel and Gretel Little Red Riding Hood | Diary entry Newspaper report Explanation Text Texts for teaching: The Diary of Samuel Pepys (Samuel Pepys - adapted) Toby and the great fire of London (Margaret Nash) | Non-Chronological report Poetry (Riddles) Narrative (character description) Texts for teaching: Katie Morag and the Two Grandmothers (Mairi Hedderwick) | Narrative (defeating the monster tale) Poetry (Acrostic) Texts for teaching: <i>The Lighthouse Keepers Lunch (David and Ronda Armitgae)</i> |
| Reading (Whole class) | Chocolate Cake (Michael Rosen) Journey (Aaron Becker) Additional reading: Charlie and the Chocolate Factory (Roald Dahl) The Railway Children (based on the story by E. Nesbit, adapted by Mary Sebad-Montefiore) Chocolate - A sweet history Chocolate: from Bean to Bar. On The Train (Karen Brown Bee J) | Pandora (Victoria Turnbull) Inner Child (Literacy Shed) Additional reading: Queen Victoria's Underpants (Jackie French) The Owl and the Pussycat (Edward Lear) Major Glad, Major Dizzy (Jan Oke) A Christmas Carol (Charles Dickens - adapted version) | A House in the Woods (Inga Moore) Additional reading: <i>We're Going on a Bear Hunt (Michael Rosen)</i> <i>The Gruffalo (Julia Donaldson)</i> <i>The Gruffalo's Child (Julia Donaldson)</i> <i>Red (Jed Alexander)</i> <i>Good Little Wolf (Nadia Sherireen)</i> <i>The Three Little Pigs</i> <i>The Gingerbread Man</i> | The Great Fire of London 350th anniversary (Emma Adams) Additional reading: Toby and the great fire of London (Margaret Nash) The Great Fire of London Unclassified (Nick Hunter) The Great Fire of London (Gogerly) Charlie and the great fire of London (Sue Finney) Sammy the Street Dog | Grandma Bird (Benji Davies) Small Mouse, Big City (Simon Scott) Additional reading: Five on Treasure Island (Enid Blyton) Katie in London (James Mayhew) The Katie Morag Compendium (Mairi Hedderwick) Paddington Bear (Michael Bond) | How to find Gold (Viviane Schwarz) Additional reading: Sally and the limpet (Simon James) Secrets of the sea shore (Karen Brown) Exploring coasts: Seaside holidays (Stuart Ross) My Granny is a Pirate (Val McDermid) |
| Maths (Y1) | NCETM Spines 1.9, 1.1, 1.2 | NCETM Spines 1.3, 2D and 3D shape, 1.4 | NCETM Spines 1.4,1.5,1.6,1.7 | NCETM spines 1.7, 1.10 | NCETM spines 2.1, Money, Position and Direction, Time | Time, Fractions, Measure |
| Maths Basics (Y1) | Digit Formation 0-9, 1:1 correspondence - counting within 10/20, Number track to 20, 1 more 1 less within 10, Bonds to 3 and 4 (missing number), Bonds to 5 and 6 (missing number), Bonds to 7 and 8 (missing number) | Bonds to 9 (missing number), Bonds 10 (missing number), Addition within 10 (1 digit add 1 digit), Subtraction within 10 (1 digit take 1 digit), Missing number additions within 10 (mixed) | Missing number additions within 10 (mixed), Missing number subtractions within 10 (mixed), Tens and ones within 50, Writing numerals to 50 (number square), 1 more and 1 less within 50, 1 more and 1 less within 50, Heavier / Lighter | Empty / Full, Addition within 20 (2 digit add 1 digit), Subtraction within 20 (2 digit take 1 digit), 1 more less within 100, Tens and ones within 100. | Doubles to 10, Halves to 20, Counting in 2s forwards and back, Counting in 5s forwards and back, Half a shape | Quarter of a shape, ½ of an amount, ¼ of an amount, Writing numbers to 100 (number sq.), Recognise coins and notes, Time on the hour (o'clock), Time at half past |
| Maths (Y2) | NCETM spines 1.8, 1.9, 1.11, 1.12, 1.7 | NCETM spines 1,13, 1.14, 2.2, 2.3, 2.4 | NCETM spines 2.5, 2.6, WR SOW Shape, spines 1.15, 1.16 | WR SOW money, fractions, time, position and direction | NCETM spines 2.5, 2.6 WR SOW measure, | WR SOW statistics, consolidation |

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| Maths Basics (Y2) | Read and write numbers in numerals to 100 - complete 100 square, Partition a two digit number into tens and ones. - tens and one grid, Partition a two digit number into tens and ones - read and write using different representations, Partition a two digit number into tens and ones - use < > and = to compare. , add and subtract a 2 digit numbers and ones and a 2 digit number and tens without regrouping, Recall at least 4/6 number bonds to 10 and reason about associated facts - missing number calcs., Recall at least 4/6 number bonds to 10 and reason about associated facts - PPW, different ways, calculations, Count in 2s, 5s and 10s from 0 and use this to solve problems - word problems using pics to solve. | Count in 2s, 5s and 10s and use this to solve problems - draw pics to solve given word problems, Know the value of different coins - match the coins to the items of the same value, Name common 2D shapes and describe some properties - sorting 2D shapes by name, Name common 3D shapes and describe some properties - sort 3D shapes by name. Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes - write shape names | Read scales in divisions of 1s, 2s, 5s, and 10 - read temperature, partition any 2 digit number into different combinations of 10s and 1s - missing number grids, add and subtract 2 digit numbers using an efficient strategy - add and sub calcs.add and subtract 2 digit numbers using an efficient strategy - and + items from the shop.Recall number bonds to and within 10 and use these to calculate bonds to and within 20 - missing number sentences to make numbers within 20, Recall number bonds to and within 10 and use these to calculate bonds to and within 20 - number towers. | Recall number bonds to and within 10 and use these to calculate bonds to and within 20 - bar models., Recall number bonds to and within 10 and use these to calculate bonds to and within 20 - missing numbers., Recall and use multiplication and division facts for the 2, 5 and 10 times tables to solve simple problems and understand commutativity - put given numbers into calcs. Identify 1/3, 1/4, 1/2, 2/4, 3/4 of a number and know that all parts must be equal parts of a whole - bar models with missing parts. | use different coins to make the same amount - coins in piggy bank, read time on the clock to the nearest 15 mins - write and read times on given clocks, Name and describe properties of 2D shapes including number of sides, vertices, edges, faces and lines of symmetry - complete the tableName and describe properties of 3D shapes including number of sides, vertices, edges, faces and lines of symmetry - complete the table, read scales where not all numbers on the scale are given and estimate points in between - read scales in degrees and ml. | recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts, use reasoning about numbers and relationships to solve more complex problems and explain their thinking, solve unfamiliar word problems that involve more than one step, read time on the clock to the nearest 5 min, describe similarities and differences of 2D and 3D shapes using their properties |
| Computing | Understand why we should keep personal information private. Keep personal information private. Recap: Understand what algorithms are (& how they are implemented as programs on a digital device) | Understand what usernames and passwords are and why they are important. Use usernames and passwords safely. Recap: Write a simple program (including unplugged/ plugged | Understand how and why digital content can be changed. Use technology purposefully to change pre-made digital content. Understand how we can use logical reasoning to predict the behaviour of a simple program. | Understand how we can use technology to create, organise, store and retrieve digital content. Use technology purposefully to create, organise, store and retrieve digital content. Use logical reasoning to predict the behaviour of a simple program | Understand what algorithms are (& how they are implemented as programs on a digital device) Write a simple program (including unplugged/ plugged) | Understand how we can use logical reasoning to predict the behaviour of a simple program. Use logical reasoning to predict the behaviour of a simple program |

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| PSHE | <p>how to be a good friend, e.g. kindness, listening, honesty</p> <ul style="list-style-type: none"> • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied | <p>about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <ul style="list-style-type: none"> • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views | <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> | <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> | <p>about routines and habits for maintaining good physical and mental health</p> <ul style="list-style-type: none"> • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings | <p>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <ul style="list-style-type: none"> • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say |
| Art | Make rubbings. Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. | Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. use charcoal | Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Manipulate clay for a variety of purposes, Make marks in print with a variety of objects, including natural and made objects. Build a repeating pattern and recognise pattern in the environment | Make a simple mosaic. Create textured collages from a variety of media. Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. use chalk. Create textured collages from a variety of media. | Experiment with the visual elements; line, shape, pattern and colour. Record and explore ideas from first hand observation, experience and imagination. Work on different scales. | Explore the differences and similarities within the work of artists. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook |

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| Design Technology | <p>Investigate stable structures and find ways to strengthen them. Draw labelled pictures to show what they have made or intend to make. Make towers (stable structures).</p> <p>Model their ideas using materials, components and ICT including cameras to take still and moving images of products</p> | | <p>To name some healthy foods and talk about why it is important to have a healthy diet To prepare food by making salads, coleslaw, banana bread Select and use appropriate tools for task including using saws, needles and knives with close supervision</p> | <p>Investigate joining using a variety of materials e.g. PVA glue, glue stick, sticky tape, treasury tags, split pins, blu tack. Draw labelled pictures to show what they have made or intend to make</p> | | <p>Make a sewn puppet (sewing running stitch). Simple stitching using needles and felt – running stitch. Mark out and cut materials using scissors. To evaluate their design/model against simple design criteria and suggest how it could be improved. Evaluate and explore a range of existing products</p> |
| RE | <p>Who is Jewish and what do they believe? Talk about how the mezuzah in the home reminds Jewish people about God. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Retell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means</p> | <p>How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Easter. and some ways a festival is celebrated in another religion. Retell stories connected with Easter and a festival in another religion (Ramadan and Eid) and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (Ramadan and Easter). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why th</p> | | | <p>How can we learn from sacred books? ● Recognise that sacred texts contain stories which are special to many people and should be treated with respect ● Retell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. ● Ask and suggest answers to questions arising from stories Jesus told and from another religion. ● Talk about issues of good and bad, right and wrong arising from the stories</p> | <p>How should we care for others and the world, and why does it matter? ● Re-tell Bible stories and stories from another faith about caring for others and the world. ● Identify ways that some people make a response to God by caring for others and the world. ● Talk about issues of good and bad, right and wrong arising from the stories. ● Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. ● Use creative ways to express their own ideas about the creation story and what it says about</p> |

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| PE (Get Set 4 PE SOW) | - Team Building | - Fitness Walk, jog and run safely Hop on the spot for a set number without falling. Jump safely and in a controlled manner. Climb the wall bars safely. Describe how their body feels before, during and after an activity | - Gymnastics / Yoga Make my body curled, tense, stretched and relaxed. Control my body when travelling and balancing. Understand how to land a jump safely. Use my body to attempt to roll. Recognise and perform a variety of jumps. Recognise and perform a variety of rolls Demonstrate balance in a variety of situations. Think of more than one way to create a sequence to a set of rules. Perform dance using movement patterns. | - Sending and receiving | - Athletics | - Striking / fielding |
| Science | Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies | Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies | Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats 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. I can observe closely, using simple equipment with help, and observe changes over time. With help, I am starting to notice patterns and relationships. | Compare and group together a variety of everyday materials on the basis of their simple physical properties Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching . I have experienced different types of science enquiries, including practical activities | Identify and describe the basic structure of a variety of common flowering plants, including trees. I can record simple data in a table or tally chart I can use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data. I can record and communicate my findings in a range of ways and begin to use simple scientific language | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I can use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying) |

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| History | Compare adults talking about the past, how reliable are their memories? Understand which stories and images are fact and which are fiction Recognise the difference between past and present in their own and others' lives | Understand why people did things in the past and what the consequences of events were Know about some similarities and differences in ways of life at different times Identify differences and similarities between ways of life at different times | | Sequence 3 or 4 artefacts or photographs from distinctly different periods of time Find out about people and events Know and recount stories and events from the past Identify different ways to represent the past using evidence and sources Sort artefacts into 'then' and 'now' Sequence artefacts Use a source to make simple observations; ask who, what, where, when, how and why Find answers to simple questions about the past from artefacts | | |
| Geography | Use aerial images recognise landmarks and basic human and physical features; | | | | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in contrasting places. Use world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify the characteristics of the four capital cities of the UK and its surrounding seas using atlases and globes. | Use basic geographical vocabulary to refer to local and familiar features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use simple fieldwork and observational skills. devise a simple map; and use and construct basic symbols in a key |
| Music | Sing a song including the interval of a 5th in a group from a given starting pitch. Follow musical instructions including a range of dynamics and tempos. | Answer a question about dynamics including cres/decrecs, tempo (fast/slow), pauses and respond with movement whilst listening with concentration. | write a rhythm I have composed using stick notation. • Improvise words, or noises to go with a theme and record with graphic notation on my chrome book. | Talk about duration, long or short notes & read stick notation rhythms (10 cards) • Identify changes in pitch using correct vocabulary high/low higher/lower and record them with graphic notation. • Maintain a pulse clapping including tempo changes and identify different timbre | Respond with likes and dislikes to a full range of music from Western Classical, Popular and Musical Traditions. | Compose and perform with a partner a solo one bar rhythm with a range of untuned percussion I can identify. • Perform in a concert with stagecraft music from a range of cultures. |
| Outdoor Learning (suggested activities to match knowledge) | follow a map around the school grounds. Identify change in key landmarks as the seasons pass. trip to the National Railway Museum | trip to the castle museum (focus on the Victorian 'Castle Gate' street. | explore a fairytale crime scene in the copse. den building | observe a real life 'burning' of Pudding Lane (visit from the Fire Brigade to perform a controlled burning of the children's tudor house models). | 'Island Adventure' topic launch morning - team building challenges | Seaside trip to Filey |