

KS1 2 Year LTP ALL SUBJECTS - Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme	REACH Out	Magic, Myths and Monsters	Dead Famous	Protecting What's Precious	Gifts From Afar	You Are What You Eat
KS1 Sub Theme	Reach Out (of My Window)	Abracadabra	The Swinging Sixties	Down the Garden Path	Around the World in 30 Days	From Farm to Fork
Driver	History	History	History	Science	Geogrphay / Science	Science
Trips / Launch / Land	Trip to Acomb, York Minster and Clifford's Tower	Hob Moor School of Witchcraft and Wizardry' day, ROTB drama morning with Jenna Drury	Space Dome, Showcase for parents	Jack and the Beanstalk drama morning with Colin Jackson	Trip to Askham Bryan Wildlife Park	Trip to Grasslands farm / interview with a farmer (visit to school)
Writing	Recount Instructions Narrative (Defeating the Monster tale) Texts for teaching: The Knight and the Dragon (Tomie dePaola) Jane and the Dragon (Martin Baynton) The Dragon Slayer (Literacy Shed)	Narrative (Character Description) Information Text (Fact file) Narrative (Journey tale) Texts for teaching: The Princess and the Wizard (Julia Donaldson) <i>Room on the Broom</i> (Julia Donaldson) The Jolly Christmas Postman (Janet and Alan Ahlberg)	Poetry (Acrostic) Non-chronological report Texts for teaching: The First Hippo on the Moon (David Walliams)	Narrative (Finding Tale) Poetry (Performance) Instructions Texts for teaching: <i>Jack and the Beanstalk</i>	Narrative (Finding Tale) Information text / Non Chronological report Narrative (setting description) Texts for teaching: <i>Lost and Found</i> (Oliver Jeffers) Ride of Passage (Literacy shed)	Poetry (Riddles) Narrative Texts for teaching: <i>What the Ladybird Heard</i> (Julia Donaldson) <i>A Squash and a Squeeze</i> (Julia Donaldson)
Reading (Whole class)	Window (Jeanie Baker) Moon Dragons (Dyan Sheldon) Additional reading: The Paper Bag Princess (Robert Munsch) <i>The Smartest Giant in Town</i> (Julia Donaldson)	Pumpkin Soup (Helen Cooper) Excitable Edgar (Literacy shed) Additional reading: Winnie the Witch (Korky Paul and Valerie Thomas) The Witches (Roald Dahl) Cops and Robbers (Janet and Alan Ahlberg)	The Marvelous Moon Map (Teresa Heapy) Willy the Wizard (Anthony Browne) Uncle Andy (James Warhola) Additional reading: Neil Armstrong: History Heroes (Damien Harvey) Little People, Big Dreams: Andy Warhol (Maria Vegara)	The Night Gardener (the Fan Brothers) The Little Plant (Kate Brown) Additional reading:	Wild (Emily Hughes) Additional reading: Leaf (Sandra Dieckmann)	<i>Farmer Duck</i> (Martin Waddell) Additional reading: <i>The Scarecrow's Wedding</i> (Julia Donaldson) The Old Truck
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 statiastics, consolidation

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Driver	<i>History</i>	<i>History</i>	<i>History</i>	<i>Science</i>	<i>Geogrpahy / Science</i>	<i>Science</i>
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 what is inappropriate online content and know to report it to a trusted adult. Recognise inappropriate online content. Understand that programs need precise instructions.	Understand we can respond to inappropriate online content in different ways. Respond appropriately to inappropriate online content. Write a simple program (which follows precise instructions)	Understand how information technology beyond school can help us. Recognise common uses of information technology beyond school (in the real world). Understand what debugging is and how it affects how a program runs.	Understand how information technology is used within school to help us. Recognise common uses of information technology within school. Identify and debug a simple program.	Understand that programs need precise instructions. Write a simple program (which follows precise instructions)	Understand what debugging is and how it affects how a program runs. Identify and debug a simple program.

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PSHE	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private 	<ul style="list-style-type: none"> to identify different types of touch and how they make people feel (e. g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission • how kind and unkind behaviour mean in and out school • about what respect means • about class rules, being polite to others, sharing and taking turns 	<ul style="list-style-type: none"> L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L7. about how the internet and digital devices can be used safely to find things out and to communicate with others 	<ul style="list-style-type: none"> L8. about the role of the internet in everyday life L14. that everyone has different strengths L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs 	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e. g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings in themselves and others • how feelings can affect how people behave • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online
Art	Use a sketchbook to gather and collect artwork. using different types of paint. Mix secondary colours and shades. Use a variety of tools and techniques including the use of different brush sizes and types. use pencils Mix and match colours to	Draw for a sustained period of time from the figure and real objects, including single and grouped objects. use pens	Explore the differences and similarities within the work of artists. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. using different types of paint. use pastels Mix and match colours to artefacts	Use a sketchbook to gather and collect artwork. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Begin to explore the use of line, shape and colour. Identify what they might change in their current work or develop in their future work	Build a textured relief tile.
Design Technology			Use and investigate wheels and axles. Make toys using wheels and axles. Join materials effectively using glue, treasury tags, sticky tape, split pins, string. Draw labelled pictures to show what they have made or intend to make. Talk about their design/model and suggest an improvement		Make habitat boxes (joining) including sliders and/or levers. Evaluate their design/model against simple design criteria and suggest how it could be improved	To know all food comes from plants and animals and describe a simple food journey. To understand where food comes from - following journey of a banana, potatoes and other vegetables

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RE	<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God. • Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Ask some questions about believing in God and offer some ideas of their own 		<p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> • Recognise some objects used by Muslims and suggest why they are important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • Find out about and respond with ideas to examples of cooperation between people who are different. • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. • Re-tell a story about the life of the Prophet Muhammad. 	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. • Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people. 		<p>What makes some places sacred?</p> <p>Identify special objects and symbols found in a place where people worship and are able to say something about what they mean and how they are used. Talk about ways in which storis, objects and symbols are used in mosques, churches and synagogues to show what people believe. Ask good questions about churches, mosques and synagogues.</p>
PE (Get Set 4 PE SOW)	<p>- Fundamentals. Travel safely in different directions using a variety of body parts. Hop on the spot for a set number without falling. Jump and land safely from a variety of heights Climb the wall bars safely. Describe how their body feels before, during and after an activity.</p>	<p>- Ball Skills. Throw underarm. Explore ways to hit a ball. Move and stop safely. Throw & catch with both hands. Throw and kick in different ways</p>	<p>- Balls skills /Dance Copy dance moves. Perform a basic sequence. Perform dances using simple movement patterns to music.</p>	<p>- Invasion Games. Throw underarm. Explore ways to hit a ball. Move and stop safely. Throw & catch with both hands. Throw and kick in different ways.</p>	<p>- Target Games. Recognise underarm and overarm. Throw and catch a variety of equipment, eg: beanbag. Throw at a target and catch in a variety of ways. Use hitting, kicking, throwing or rolling in a game. Move into space during game situations</p>	<p>- Net and wall. Recognise underarm and overarm. Throw and catch a variety of equipment, eg: beanbag. Throw at a target and catch in a variety of ways. Use hitting, kicking, throwing or rolling in a game. Move into space during game situations.</p>

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Science	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Know that electricity is needed to make some things work. Know that some appliances need batteries and some use mains electricity to work.	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Explore cars moving quicker on different surfaces., pushes and pulls, floating and sinking. I can use my observations and ideas to suggest answers to questions I can talk about what I have found out and how I found it out I can carry out simple tests	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can carry out simple tests	Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) I can ask questions and use simple secondary sources to find answers	Understand that animals, including humans, have offspring which grow into adults Describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene I am beginning to recognise different ways in which I might answer scientific questions
History	Sequence significant events in history in chronological order Sequence 3 or 4 artefacts or photographs from distinctly different periods of time Compare photos and images of people in the past	Sequence significant events in history in chronological order Find out about people and events Find out why people did things in the past Study change through the lives of significant individuals	Sequence significant events in history in chronological order Find out about people and events Find out why people did things in the pas			
Geography					Name and locate the world's 7 continents and 5 oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the Poles.	
Music	Sing a short song in a group from a given starting pitch following musical instructions such as stop start/loud & quiet.	.Answer questions about dynamics and tempo and respond with movement. Listen with concentration.	Listen to music from a wide range of styles. Perform as part of my class, key stage or school sensibly and with good stagecraft.	Improvise a 4 beat rhythm using question and answer phrases. ● To be aware of stick and graphic notation. ● Improvise words or noises to a song.	I can sing a song from a different culture. Maintain a pulse rocking on the floor including if the tempo changes. ● Perform a solo one bar with untuned percussion. ● Recognise 4 different percussion instruments and use them appropriately	Talk about duration, long or short notes and clap rhythms performed by my teacher. ● Identify changes in pitch using correct vocabulary high/low higher/lower using hand signs. ● Describe different types of sound made by percussion instruments.
Outdoor Learning (suggested activities to match knowledge)	Autumn Scavenger Hunt. Create an Autumn collage as a follow up task. walk around our local area (Acomb). trip to York city centre	Make a 'herbal medicine' by following a plan. Make a witch/wizard hat using natural resources.	Winter Walk around the school grounds	plant a range of seeds / vegetables. Nurture them so they grow. trip to Harlow Carr Gardens Spring walk around the school grounds	trip to Askham Bryan wildlife park. wildlife hunt around the school grounds	Design and make your own scarecrow to protect the vegetable garden farm trip Summer Walk around the school grounds