



Moggerhanger Primary School
Year 1 and 2 - Long Term Plan
Year B - 2023-2024



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	GREAT FIRE OF LONDON		MOGGERHANGER AND AROUND		THE CROWN	
Memorable Events *These themes may be adapted at various points	<ul style="list-style-type: none"> Harvest Festival Visit to the Church 	<ul style="list-style-type: none"> Christmas Nativity Performance Visit to theatre to see the Pantomime 	<ul style="list-style-type: none"> Florence Nightingale 'Off the page' workshop in school Local visit within Moggerhanger 		<ul style="list-style-type: none"> Sports Day Royal Party Visit to castle/stately home 	
English Overview	Guided reading Comprehension Spelling Grammar Punctuation Fiction The Suitcase Rabbityness The Visitor Poetry Postcards	Guided reading Comprehension Spelling Grammar Punctuation Non-fiction Recount writing Letter writing Fiction Little Red Riding Hood Diary of a Wombat Jolly Postman Traction Man Acrostic poems – Bonfire night	Guided reading Comprehension Spelling Grammar Punctuation Poetry Learn and write poems, nonsense poems, animal poems Fiction Characterisation Warning tale Owl Babies Fiction Pirate stories Non-fiction Explanation texts Life cycle	Guided reading Comprehension Spelling Grammar Punctuation Non-fiction Explanation texts Florence Nightingale Nocturnal animals Fiction A wishing tale The magic brush Matilda Fiction Story telling Space stories Winnie in Space Non-fiction Mythical animals Non-chronological reports	Guided reading Comprehension Spelling Grammar Punctuation SATs Non-fiction Instruction texts George's Marvellous Medicine Fiction Roald Dahl – The Twits, Fantastic Mr Fox Emma Jane's Aeroplane Journey (Aaron Becker) Fiction Author study – Roald Dahl – The	Guided reading Comprehension Spelling Grammar Punctuation Fiction Description – Horrid Henry Story Poetry Discuss and learn poems – Revolting Rhymes Handa's Surprise The Papaya that spoke Fiction Author study – Horrid Henry books Non-fiction Report writing Horrid Henry



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					Giraffe, the Pelly and Me Non-fiction Roald Dahl – Revolting Rhymes	Newspaper Writing
Maths Overview <i>White Rose Maths</i> Year 1	Number: Place Value Number: Addition & subtraction	Number: Addition & subtraction cont. Geometry: Shape	Number: Place Value Number: Addition & subtraction Measurement: Money	Number: Place Value Measurement: Length & Height Measurement: Mass & Volume	Number Multiplication & Division Number: Fractions Measurement: Time	Number: Place value Geometry: Position & direction
Maths Overview <i>White Rose Maths</i> Year 2	Number: Place Value Number: Addition & subtraction	Number: Addition & subtraction cont. Geometry: Shape	Measurement: Money Number Multiplication & Division	Measurement: Length & Height Measurement: Mass, capacity and temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position & Direction
Science	Materials: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Materials: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending twisting and stretching	Habitats: Explore and compare the different 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; identify and name a variety of plants and animals in their habitats;	Plants: 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	Taking care of yourself: Find out about and describe the basic needs of animals, including humans, for survival; describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Growing up: Notice that animals, including humans, have offspring which grow into adults



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		describe how animals obtain their food from plants and other animals			
<p>History</p>	<p>Unit: Great Fire of London:</p> <p>Understand events beyond living memory that are significant nationally or globally; Use a wide vocabulary of everyday historical terms; Record what they have learned by drawing and writing</p>	<p>Unit: Florence Nightingale and Mary Seacole</p> <p>Understand key features of events; Use a wide vocabulary of everyday historical terms; Record what they have learned by drawing and writing; Speak about how they found out about the past</p> <p>What does famous mean? Why is Florence Nightingale famous? What contribution has she made to the way we live? How do we know about her? Looking at sources and evidence (artefacts), locating information in non-fiction texts</p> <p>Understand significant historical events, people and places in their own locality Compare local area Now and Then; Record what they have learned by drawing and writing</p> <p>Significant local people</p>	<p>Unit: Queen Elizabeth II and Queen Victoria</p> <p>Understand the lives of significant individuals in the past who have contributed to national and international achievements; compare Queen Victoria and Queen Elizabeth II</p> <p>Lives of significant historical figures, including comparison of those from different periods</p>		



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Geography	<p>Unit: Our Country</p> <p>The UK name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use basic geographical vocabulary to refer to: - key physical 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</p> <p><u>Skills</u> Atlas skills, map skills, locating information in non-fiction texts, asking questions about the wider world, use basic geographical vocabulary; observation and recording of weather.</p>	<p>Unit: Our Local Area: Lessons 1, 2, 3, 4, 6 Magical Mapping Lessons 1, 5</p> <p>Local Area Study: Moggerhanger</p> <p>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use basic geographical vocabulary to refer to: - key physical 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Unit: Let's Go to China</p> <p>Contrasting study: China</p> <p>- Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - use basic geographical vocabulary to refer to: - key physical 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 world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>
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Art	Whole School Artist: Yayoi Kusama		Whole School Artist: Beatriz Milhazes		Whole School Artist: Alma Thomas	
	Yayoi Kusama is a Japanese artist known for her extensive use of polka dots and for her infinity installations.		Beatriz Milhazes is a Brazilian artist known for her colourful abstract paintings and prints. Swirling with geometric and arabesque shapes, they are kaleidoscopic, inspired by both indigenous Brazilian and Modernist European design.		Alma Thomas (1891-1978) was an African-American artist best known for her signature style of overlaid planes of colourful, thumb-sized rectangles	
	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Printing and digital media	Owl paintings; Van Gogh 'Starry Night' triptych	Printing and digital media	Picasso portraits – painting and pastels; Nature studies
D&T	Packaging; roly poly toys	Making houses for the Three Little Pigs		Winding toys	Cooking – international	Cooking – healthy recipes
Computing <i>Teach Computing Scheme</i>	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Music <i>Music Express Scheme</i>	Singing assemblies Ourselves: Musical focus: Exploring sounds	Christmas production Animals: Musical focus: Pitch Subject link: PE The	Machines: Musical focus: Beat Subject link: PSHE The children explore beat through	Our school: Musical focus: Exploring sounds Subject link: Geography The	Story time: Musical focus: Exploring sounds Subject link: English The children learn	Travel: Musical focus: Performance Subject link: PE The children develop their



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	<p>The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story</p> <p>Number: Musical focus: Beat The children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p>children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>Weather: Musical focus: Exploring sounds Subject link: Geography The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p>movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p>Seasons: Musical focus: Pitch Subject link: Science The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p>children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography</p> <p>Pattern: Musical focus: Beat Subject link: Mathematics The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p>how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>Our bodies: Musical focus: Beat Subject link: Science The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p>performance skills and learn songs about travel and transport from around the world.</p> <p>Water: Musical focus: Pitch Subject link: Art The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
RE	<p>What do Christians believe God is like?</p>	<p>Why does Christmas matter to Christians? How and why do we celebrate special times?</p>	<p>Who is a Muslim? What do they believe and how do they live?</p>	<p>Why does Easter matter to Christians?</p>	<p>Who is a Muslim? What do they believe and how do they live? (Continuation of double topic)</p>	<p>What makes some places significant? What makes some places sacred to believers?</p>



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PSHE	What makes a good friend?	What is bullying?	What jobs to people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
PE	Basic Ball Skills	Multi Skills	Gymnastics	Invasion- Tag Rugby	OAA / Fitness	Athletics
	Hand-eye Coordination Foot-eye Coordination	Agility Teamwork Game Play Competition Invasion Striking and Fielding Target Net and wall	Balance Full Body Coordination Creativity Sequences Individual and Group Leadership Communication	Teamwork Skills into Action Agility Coordination Competition Communication Leadership	Passport around the world- OAA Teamwork Leadership Resilience Initiative Communication Problem Solving Endurance	The Mini Olympics Individual and Team Competition Athletics – Sports Day