



## Sunnybrow Primary School Long Term Planning (Foundation Subjects)

Year Groups:

Y1/2

Cycle: B

	Autumn Term			Spring Term			Summer Term		
Theme	Me and my school			Fire			Fantastic Beasts		
History	Me and my history	What does my granny remember? School life in the past		The Great Fire of London			James Cook		
Geography	Hot and cold places/weather			Mapping skills - including directions	Continent and oceans		Holidays in the UK and non European country - Tocuaro		
Science	Everyday Materials Yr1	Uses of everyday materials Yr2		Plants Yr1	Plants Yr2		Animals including humans Yr1	Animals including humans Yr2- living things and their habitats	
Art	Painting	Drawing		Textile/weaving and collage	Self portraits		Printing	Sculpture	
Design and Technology	Structures-Designing an ideal playground			Mechanisms - making a fire engine (wheels and axels)			Healthy eating - sweet		
Computing	Online Safety	Maze Explorers	Questioning	Online Safety	Animated Story books	Making Music	Spread sheets	Pictograms	Presenting ideas
Music	Hey You		Ho Ho Ho	In the Groove		Zootime	Your imagination		Reflect, Rewind and replay
P.E.	Games-Basic game playing skills	Gymnastics-body shapes		Games-Striking/Fielding-Tactics	Dance-Basic body actions		Games-Net-Tactics	Athletics	
R.E	Why is the Bible special to Christians? What can we learn from the story of St Cuthbert?	How and why is light important at Christmas?		What does it mean to belong to Christianity?	How do Christians celebrate Easter?		Why is Jesus special to Christians?		
PSHCE	What are feelings like? - To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple	What is bullying? - To recognise that choices, have good and not so good consequences -To understand that there are different types of teasing		Why are my family and friendships important to me? -To identify the special people we can trust, who supports us and who	How can we stay healthy? -To understand the importance of personal hygiene		What do I do if I feel uncomfortable? -To understand that each person's body belongs to them and judge what kind of physical contact is	How can I help look after my local environment and the living things in it? -To understand that people and other	

	strategies for managing feelings	and bullying, that these are wrong and unacceptable - To develop skills to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	<p>we can ask for help - To understand that families are important for children growing up because they can give love, security and stability. -To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>-To understand that stable, caring relationships, which may be different types are at the heart of happy families, and are important for children's security as they grow up</p>		acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) -To recognise the difference between secrets and surprises and knowing which secrets we should tell. -To recognise that they share a responsibility for keeping themselves and other safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)	living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) - To understand what improves and harms their local, natural and built environments and about some of the ways people look after them
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