



Sunnybrow Primary School Long Term Planning (Foundation Subjects)

Year Groups: Y1/2

Cycle: B

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Theme</u>	Me and my school		Pirates		Seaside	
History	Travel - Past and Present How has travel and transport changed over time?		Explorers What have these explorers taught us about today's world?		Grace Darling What made Grace Darling famous and why should we remember her today?	
Geography	Our Local Area	Our Country	Magical Mapping	Beside the Seaside	What a Wonderful World	
Science	Seasonal Changes and Plants		Seasonal Changes and Plants		Seasonal Changes and Plants	
	Animals including Humans Yr1		Animals including Humans Yr2		Living things and their habitats Yr2	
Art	Drawing and Sketching Explore and Draw	Print, Colour and Collage Exploring the world through mono printing	Working in Three Dimension Be an Architect	Paint, Surface and Texture Expressive painting	Working in Three Dimension Stick Transformation Project	Collaboration and Community Music and Art
Design and Technology	Structures-Designing an ideal playground		Mechanisms - making a fire engine (wheels and axels)		Healthy eating - sweet	
Computing	Information Technology Yr1 1.1 Exploring PP Yr2 2.6 Creating Pictures Computer Science Coding Bee-Bots Online Safety Self-image and identity	Information Technology 1.3 Pictograms Computer Science Code-a-pillar app Online Safety Online Bullying (do in anti-bullying week) Online Relationships	Computer Science 2.1 Coding crash course Information Technology Multimedia presentation Online Safety Online reputation (do on safer internet day) Managing online information	Information Technology 2.3 Spreadsheets Computer Science (theory) Unplugged - wearable technology Online Safety Health, Wellbeing and Lifestyle	Information Technology Persuasive advert Computer Science Algorithm app Unplugged physical algorithm Online Safety Privacy and Security	Computer Science (theory) 1.9 Technology outside of school Algorithm flow chart (can use 2chart on PP) Online Safety Copyright and Ownership

Music	Exploring simple patterns		Adding rhythm and pitch		Tempo and dynamics		Inventing a musical story		Having fun with improvisation		Exploring improvisation	
P.E.	Hockey	Hand ball	Gymnastics	Dodge ball	Dance	Badminton	Orienteering	Bench ball	Tennis	Basket ball	Athletics	Cricket
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?			
PSHE	What are feelings like? -To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings		What is bullying? - To recognise that choices, have good and not so good consequences -To understand that there are different types of teasing 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		Why are my family and friendships important to me? -To identify the special people we can trust, who supports us and who 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 -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		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 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)		How can I help look after my local environment and the living things in it? - To understand that people and other 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	

