



Lingdale Primary School Working Long Term Plan 2018-2019  
Y1/2

	<b>Aut 1 8 weeks</b>	<b>Aut 2 7 weeks</b>	<b>Spr 1 6 weeks</b>	<b>Spr 2 6 weeks</b>	<b>Sum 1 5 weeks</b>	<b>Sum 2 7 weeks</b>
<b>Topic</b>	<b>Marvellous me</b> (4 weeks) <b>Who is the lady with the lamp?</b> (Florence Nightingale) (4 weeks)	<b>Who lives in a castle?</b> (Castles & Dragons)	<b>To Infinity and Beyond!</b> (Space theme)	<b>If you go down to the woods today...</b>	<b>Where in the World?</b> (The Lion King themed Safari)	<b>Oh, I do like to be beside the seaside!</b>
<b>NC Coverage</b>	Explorer (James Cook) Scientists (George Stephenson) Careers in the community- What do you want to be?	Exploring materials and their uses through Castles, Knights, Princes, Princesses and Dragons.	Respect for faiths and beliefs. Having respect for the environment and an understanding and respect for ethical issues.	Explore what the woodland environment consists of including plants and animals. Looking at how plants grow and naming parts of the plant.	Looking at what land animals eat/ how animals are structured.	Learn about significant historical events, people and places in their own locality (Victorian Saltburn).
<b>British Values/PSHE</b>	Sense of enjoyment in learning about 'themselves' PSHE - focussing on rules/ emotions/ feelings. Understand how key events from the past shape our history and values and continue to develop Britain.	Sense of enjoyment and fascination.	Understand how key events from our past shape our history and values. Use of imagination and creativity in learning.	Preparation for life in modern Britain (looking after environment). Respecting the rule of law (about the environment).	Understanding and appreciating different socio-economic backgrounds.	Understand how key events from our past shape our history and values.
<b>Science</b>	Animals including Humans (Ourselves incl healthy eating)  Working scientifically Seasonal Change	Working scientifically  Seasonal Change	Everyday Materials  Working scientifically  Seasonal Change	Plants  Seasonal Change	Animals including humans (land)- Groups of animals and animal structure/diets (Y1) Living things & their habitat (Y2) Seasonal Change	Animals including humans (sea)- Groups of animals and animal structure/diets (Y1) Living things & their habitat (Y2) Seasonal Change
<b>Computing</b>	E-Safety Awareness Word Processing	Graphs & Simulations	Programming	Photographs & video	Research	Creating Images

<b>History</b>	Changes in living memory- Famous people from the North East. Our Personal History- Timelines. Study an event beyond living memory that was significant nationally or globally – Florence Nightingale.	Through stories explore the past with focus on castles. Features & purpose of a Motte and Bailey castle.	Neil Armstrong.		How Africa has developed over the years.	Learn about significant historical events, people and places in their own locality. Victorians: Henry Pease/George Stephenson.
<b>Geography</b>	Naming and locating the four countries that make up the UK and their capital cities Foods from around the UK. Daily weather patterns in the UK.	Comparative study- local area and Non-European Country.	Physical and human features. Structures from around the world.	Seasonal changes. Map work – compass, aerial images, create simple maps and use simple maps relating to woodland areas.	Name and locate the world's seven continents and five oceans Compass directions.	Location of different beaches in the UK and compare them to beaches around the world.
<b>Art</b>	Drawing and colouring skills- self-portraits.  Artist study Painting – Guiseppe (Food).	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Peter Thorpe Space Art: Use of chalk/bright paint on black paper.	Sketching sunflowers, exploring Van Gogh's paintings.  Artist: Andy Goldsworthy.	Painting African sunset with animal silhouettes. Aborigine art.	Printmaking- Printing animal scales.  Papier Mache- Sea creatures.
<b>DT</b>	Prepare healthy dishes. Understand where food comes from.	Use a range of materials to create a castle model/shield.  Bird Seed Fat Balls, design and make.	Design a rocket and use a range of materials to create the rocket.	Horticulture  Make stick men using a range of materials.	Textiles-make animal masks. Research, design and make African jewellery.	D & T – Moving pictures of a seaside or underwater scene.
<b>Music</b>	Music Express	Music Express	Music Express	Music Express	Music Express	Music Express
<b>PE</b>	OAA Dance	Gymnastics Ball Skills: Net Games	Cross Curricular Project Health & Fitness	Striking & Fielding Dance	Athletics Invasion Games	Athletics OAA
<b>RE</b> (Following Redcar & Cleveland Borough Council syllabus)	Who am I and why am I special? How and why do Christians celebrate harvest?	What does it mean to belong in Christianity? Why are gifts given at Christmas?	Why is Jesus special to Christians?	Why is Easter special for Christians?	How do both Jews and Christians think the world was created?	How do Jews worship art home?

<b>Visits, Visitors and Enrichment</b> (Dependent on funding)	A visit from a nurse/fireman	Visit to a castle TBC	TBC	Woodland plant hunt to the woods- Stanghow.	TBC	Trip to the seaside.
<b>English</b>	<p>Recount: Activities the children have enjoyed during the summer.</p> <p>Narrative: Funny bones. (Sequencing Y1)</p> <p>Instructions: Handwashing.</p> <p>Comparison: Hospitals now and then.</p> <p>Character Description: Florence Nightingale.</p>	<p>Poetry (Onomatopoeia): Bonfire Night.</p> <p>Missing Poster: George and the Dragon.</p> <p>Narrative: Description of a battle.</p> <p>Recount: Castle Visit.</p> <p>Instructions: How to make a shield.</p> <p>Letter writing: Letter to Santa.</p>	<p>Postcard: From the moon to home.</p> <p>Instructions: How to make a rocket.</p> <p>Non-Chronological report: Neall Armstrong.</p> <p>Information Text: Planets.</p> <p>Explanation: Write a letter from Baby Bear to Owl.</p>	<p>Recount: Visit to the woods.</p> <p>Narrative: Write own version of a woodland story.</p> <p>Diary writing: Adventures of a stick man.</p> <p>Persuasive writing: To stop littering and care for the environment.</p> <p>Evaluation: Growing a class plant.</p>	<p>Non-Chronological report: An African animal.</p> <p>Comparison: Lingdale to a Massai village.</p> <p>Information text.</p> <p>Recount.</p>	<p>Persuasive letter: To persuade the Head teacher to allow us to go to the beach.</p> <p>Narrative: Rewrite a seaside themed story.</p> <p>Recount: School trip.</p> <p>Evaluation: My school year.</p>
<b>Suggested titles/texts</b>	<p>Only One You- Linda Kranz</p> <p>Dirty Bertie by David Roberts.</p> <p>Sam's Sandwich-by David Pelham.</p> <p>Marvellous Me: Inside and Out- by Lisa Bullard.</p> <p>What I Like About Me!- by Miki Sakamoto.</p> <p>I Like Myself!- by Karen Beaumont.</p> <p>Funny Bones- Allan Ahlberg.</p>	<p>Charlie Stinky Socks.</p> <p>George &amp; the Dragon</p> <p>Small Knight and George and the Royal Chocolate Cake- Ronda Armitage and Arthur Robins</p> <p>Look out, It's a Dragon! Jonny Lambert</p> <p>Dragon Stew- Steve Smallman</p>	<p>Man on the Moon- Simon Bartram</p> <p>Aliens Love Underpants! -Claire Freedman</p> <p>The Way Back Home- Oliver Jeffers</p> <p>One Giant Leap: The Story of Neil Armstrong- Don Brown</p> <p>Here Come the Aliens!- Colin McNaughton</p> <p>Toys in Space- Mini Grey</p> <p>Whatever Next!</p>	<p>Stick Man</p> <p>The Gruffalo</p> <p>Fox in the dark Hoot Owl, Master of disguise</p> <p>The True Story Of The 3 Little Pigs- Jon Scieska</p> <p>The Giving Tree- Shel Silverstein</p>	<p>Tinga Tinga Tales: Why Lion Roars</p> <p>Masai and I by Virginia Kroll.</p> <p>The Lion King.</p> <p>Handa's Surprise.</p> <p>Elmer the Elephant</p> <p>The Lion Inside</p>	<p>The Fish who could wish.</p> <p>Commotion in the Ocean. Finding Nemo.</p> <p>One Tiny Turtle by Nicola Davies and Jane Chapman</p> <p>The Rainbow Fish</p>
<b>Phonics</b>	Children will follow the Read, Write, Inc scheme. Children will be grouped according to ensure that tailored teaching can be carried out which suits the needs of the individual child and their current phase of learning. Alongside this, children use the 'RWI Ditty' books to promote their segmenting and blending skills, listening skills, knowledge of gathering information using visual cues to identify words in texts and also to overall develop confidence and to promote the love of reading.					

<b>Maths</b>  <b>Follow Abacus Scheme</b>	Number formation Counting and place value Mental Addition and subtraction	Addition and Subtraction  Multiplication and Division	Multiplication and division  Fractions	Time and Money  Length & Height	Weight and Volume (Y1)  Capacity, volume, mass and temperature (Y2)	Four operations  Consolidation
<b>Maths Basic Skills</b>	Children will take part in daily basic skills sessions which last for 15 minutes prior to their new learning taking place. These basic skills sessions will cover the National curriculum objectives for each year group and aim to consolidate and secure children's understanding of the basic principles that underpin mathematical understanding.					
<b>Wow Activity</b>	<p><b>Marvellous Me:</b> A special Letter delivered from 'Ant and Dec'... what is the north east famous for? Children are asked to report back to Ant &amp; Dec and tell them all about themselves.</p> <p><b>Florence Nightingale:</b> Children walk in and find an old suitcase with a lamp, hospital equipment and uniform. Who left these? What type of person were they?</p>	<p>Set up a banquet of food for the children with clues as to who has left the food. Who would have a banquet? What building would they live in? Children to write their own questions about the topic on the table covers for us to investigate.</p> <p>Find a Dragon Egg.</p>	<p>Spaceship left in the classroom with letter to read to the class. Child are to work out who the letter is from using the clues left behind.</p> <p>Followed by a space themed book to capture interest and spark curiosity.</p>	<p>Children will follow a treasure trail of clues to the woods to discover the new topic of woodlands. Children will go on a plant hunt in the woods which will link to the science topic of 'Plants'.</p>	<p>Animal adventures to visit school to launch new topic. TBC</p>	<p>A mystery parcel will be delivered to the classroom. What could this be? Using the clues in front of the children will develop their inference skills by trying to work out from the clues where this mysterious parcel was found. Once the mystery object is revealed the book 'Flotsam' will be read to launch the topic of 'The Seaside'.</p>