Appleton Wiske Community Primary School Year 1/2 Wider Curriculum Long Term Plan

		Aut	umn	Spr	ring	Summer				
2023-		How can I celebrate being me?		Which materials are useful?		How are living things suited to their habitats? How has technology changed over time?				
2024	Themes	How do I keep healthy?		What was Ripon like for people in the p	bast?					
	PSHE & C	Relationships		Living in the wider world		Health and Wellbeing				
	FBV	Democracy The rule of law		Individual liberty	Mutual respect	Tolerance of faiths and beliefs Tolerance of faiths and beliefs				
	SEAL	New Beginnings	Getting on/falling out	Going for goals	Good to be me	Relationships Changes				
	Experiences	Clip 'n' Climb/Think Forensic		Ripon museums		Foxglove Covert				
	Texts	All Kinds of People / Goldilocks and the	e three Bears	Deep in the Woods / Billy Goats Gruff		The Boy who Grew Dragons / Superworm				
				NC Objectives						
	Science	Animals including humans (Y1) Identify and name a variety of commor reptiles, birds and mammals. Identify and name a variety of commor herbivores and omnivores. Describe and compare the structure of amphibians, reptiles, birds and mamm Identify, name, draw and label the basi which part of the body is associated wi Seasonal Changes (Y1) Observe changes across the four seaso Observe and describe weather associat length varies.	a animals that are carnivores, a variety of common animals (fish, als, including pets). c parts of the human body and say th each sense. ns.	Everyday materials (Y1) Distinguish between an object and the i Identify and name a variety of everyday glass, metal, water, and rock. Describe the simple physical properties Compare and group together a variety their simple physical properties. Seasonal Changes (Y1) Observe changes across the four season Observe and describe weather associat varies.	y materials, including wood, plastic, s of a variety of everyday materials. of everyday materials on the basis of	Plants (Y1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Seasonal Changes (Y1) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.				
		Animals including humans (Y2) Notice that animals, including humans, Find out about and describe the basic r survival (water, food and air). Describe the importance for humans o different types of food, and hygiene. Living things in their habitats (Y2) Identify and name a variety of animals habitats. Describe how animals obtain their food the idea of a simple food chain, and ide food.	needs of animals, including humans, for f exercise, eating the right amounts of in their habitats, including micro- l from plants and other animals, using	Uses of everyday materials (Y2) Identify and compare the suitability of <i>i</i> including wood, metal, plastic, glass, br particular uses. Find out how the shapes of solid object changed by squashing, bending, twistin	ick, rock, paper and cardboard for s made from some materials can be	Plants (Y2) 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. Living things in their habitats (Y2) Explore and compare the differences 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 and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants in their habitats, including microhabitats.				
		Working scientifically	uggest answers to questions.	ways.						
	History		Events beyond living memory that are significant nationally or globally – celebrations and festivals around the world Changes within living memory, used to reveal aspects of change in national life – birthdays, bonfire night, Christmas etc.		Significant historical events, people and places in our own locality - history of Ripon		The lives of significant individuals in the past who have contributed to national and international achievements, used to compare aspects of life in different periods – John Logie Baird and Tim Berners Lee			
	Geography	Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Human and Physical Geography Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		Locational Knowledge Name and locate the world's seven continents and five oceans. Human and Physical Geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.				
		Geographical skills and fieldwork	•		•					

Δι	rt and Design	Use aerial photographs an	d plan persp observationa	ectives to reco l skills to stud	ognise landmarks and basic	I directional language [(or example, near and far; left and right), to describe the locat human and physical features; devise a simple map; and use and construct basic sym hool and its grounds and the key human and physical features of its surrounding env Sculptures linked to materials and musical instruments				ıbols in a key.	n a map.		
	n and Design	To use a range of material To use drawing to develop imagination. To develop a wide range of texture, line, shape, form Learn about the work of a similarities between differ their own work.	s creatively t p and share th of art and des and space. range of arti	o design and r neir ideas, exp ign technique sts, describing	eriences and s in using colour, pattern, g the differences and	Scuptures innked to materials and musical instruments To use a range of materials creatively to design and make products. To use drawing and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.							
	Design and Technology	ulen own work.			WORK.			Design, make and evalue Design Design purposeful, functio users based on design crit Generate, develop, model drawing, templates, mock communication technolog Make Select from and use a rang (for example, cutting, shaj Select from and use a wid construction materials, ter characteristics. Evaluate Explore and evaluate a ran Evaluate their ideas and p Technical knowledge Build structures, exploring	nal, appealin; eria. and communi -ups and, whe y. ge of tools and ping, joining a prange of mai ctiles and ingi nge of existing roducts again	g products for icate their idea re appropriat l equipment to und finishing). terials and cor redients, accor g products. Ist design crite	e themselves and other as through talking, e, information and o perform practical tasks mponents, including rding to their eria.		
	Computing	E-Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologyes.				E-SafetyAlgorithms and Programming (coding)Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.Algorithms and Programming (coding) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.			stable. E-Safety Information Technology Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Information Technology				
	Music	Singing focus Use their voices expressiv chants and rhymes. Listening focus Listen with concentration and recorded music.		Instrument focus Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music				Composition focus Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.					
	PE	Invasion Games Stamina/Multi-skills Participate in team games developing simple tactics attacking and defending. Master basic movements i running, jumping, throwir catching, as well as develd balance, agility and co-orc and begin to apply these i of activities.	for including ng and oping lination,	movement Master basi running, jui catching, as balance, agi	nces using simple patterns. c movements including mping, throwing and well as developing lity and co-ordination, o apply these in a range	Gymnastics Stamina/Multi-skills Master basic movements running, jumping, throwin catching, as well as develo balance, agility and co-orc and begin to apply these i activities.	ng and oping lination,	developing attacking ar Master basi running, jur catching, as balance, agi		Athletics Net and Wall Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.		Athletics Striking and Fielding Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	
	PSHE & C	Families and friendships Roles of different people; families; feeling cared for	Safe relation Recognising staying safe permission	g privacy; ;; seeking	Respecting ourselves and others How behaviour affects others; being polite and respectful	Belonging to a community What rules are; caring for others' needs; looking after the environment	Media lite digital res Using the in digital devi communica	ilience nternet and	Money and work Strengths and interests; jobs in the community	Dance (link to May Day) Physical health and Mental Wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety	Growing an changing Recognising makes them and special; managing w go wrong	g what 1 unique feelings;	Keeping safe How rules and age restrictions help us; keeping safe online
	RE	Where do we belong? (F5) Which stories are special and why? (F1) Which people are special and why? (F2)			-	Who is a Christian and v they believe? (KS1 1.1)	vhat do	Who is a M believe? (K	uslim and what do they (S1 1.2)	What can we learn from books? (KS1 1.4)	sacred	What make (KS1 1.5)	s some places sacred?

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		Why are materials important?		How are habitats special?			
Who is Mackenzie Thorpe?		Why is James Cook famous?	Who are some of the important people in history?				
Relationships		Living in the wider world		Health and Wellbeing			
Democracy New Beginnings	The rule of law Getting on/falling out	Individual liberty Going for goals	Mutual respect Good to be me	Tolerance of faiths and beliefs Relationships	Tolerance of faiths and beliefs Changes		
Thorp Perrow		Captain Cook Museum		Scruton Station Jim and the Beanstalk / Jack and the Beanstalk			
Elmer stories / Rumpelstiltskin		The Toymaker / Lost in the Toy Museur	m / Toy Boat				
Identify and name a variety of common reptiles, birds and mammals. Identify and name a variety of common herbivores and omnivores. Describe and compare the structure of amphibians, reptiles, birds and mamm Identify, name, draw and label the basi which part of the body is associated wi Seasonal Changes (Y1) Observe changes across the four seaso Observe and describe weather associal	n animals that are carnivores, a variety of common animals (fish, als, including pets). ic parts of the human body and say ith each sense. ns.	Distinguish between an object and the r Identify and name a variety of everyday glass, metal, water, and rock. Describe the simple physical properties Compare and group together a variety of their simple physical properties. Seasonal Changes (Y1) Observe changes across the four season	v materials, including wood, plastic, of a variety of everyday materials. of everyday materials on the basis of us.	Plants (Y1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Seasonal Changes (Y1) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.			
Animals including humans (Y2) Notice that animals, including humans Find out about and describe the basic of survival (water, food and air). Describe the importance for humans o different types of food, and hygiene. Living things in their habitats (Y2) Identify and name a variety of animals habitats. Describe how animals obtain their foor the idea of a simple food chain, and ide	needs of animals, including humans, for f exercise, eating the right amounts of in their habitats, including micro- d from plants and other animals, using	including wood, metal, plastic, glass, bri particular uses. Find out how the shapes of solid objects	ick, rock, paper and cardboard for s made from some materials can be	Plants (Y2) 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. Living things in their habitats (Y2) Explore and compare the differences 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 and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants in their habitats, including micro-			
Working scientifically Asking simple questions and recognisi Observing closely, using simple equipm Performing simple tests. Identifying and classifying. Using their observations and ideas to s	nent. suggest answers to questions. n answering questions.	ways.	Significant historical events.	habitats.	The lives of significant individuals		
used to reveal aspects of change in national life – introduction to family trees and timelines, using story book texts and family information			people and places in our own locality – exploring (James Cook) Events beyond living memory that are significant nationally or globally – exploring (James Cook)		in the past who have contributed to national and international achievements, used to compare aspects of life in different periods – Elizabeth I and Queen Victoria Mary Seacole and Florence Nightingale		
Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom. Link to Science		Human and Physical Geography 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.		Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.			
	Relationships Democracy New Beginnings Thorp Perrow Elmer stories / Rumpelstiltskin Animals including humans (Y1) Identify and name a variety of common reptiles, birds and mammals. Identify and name a variety of common herbivores and omnivores. Describe and compare the structure of amphibians, reptiles, birds and mammals. Identify, name, draw and label the bas which part of the body is associated w Seasonal Changes (Y1) Observe changes across the four seaso Observe and describe weather associal length varies. Animals including humans (Y2) Notice that animals, including humans (frem types of food, and hygiene. Living things in their habitats (Y2) Identify and name a variety of animals habitats. Describe how animals obtain their foo the idea of a simple food chain, and ide food. Working scientifically	Relationships Democracy The rule of law New Beginnings Getting on/falling out Thorp Perrow Elmer stories / Rumpelstiltskin Animals including humans (Y1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mamnals. 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 mamals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Seasonal Changes (Y1) Observe changes across the four seasons. Observe changes across the four seasons. Observe changes across the four seasons. Observe changes of food, and hygiene. Animals including humans (X2) Notice that animals, including humans, have offspring which grow into adults. Find out about and 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. Iving things in their habitats (Y2) Identify and name a variety of animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Workin	Relationships Living in the wider world Democracy New Beginnings The rule of law Getting on/falling out Individual liberty Going for goals Thorp Perrow Captain Cook Museum Elmer stories / Rumpelstiltskin The Toymaker / Lost in the Toy Museu Minnals including humans (Y1) The Toymaker / Lost in the Toy Museu Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Everyday materials (Y1) Identify and name a variety of common animals that are carnivores, herbivores and omairores. Everyday materials (Y1) Describe and Gescribe weather associated with the assons on the basic needs of the human body and say which part of the body is associated with the seasons and how day length varies. Seasonal Changes (Y1) Observe changes across the four seasons. Observe changes across the four seasons. Observe changes across the four seasons. Observe and describe weather associated with the assons and how day length varies. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Uses of everyday materials (Y2) Identify and name a variety of animals in their habitats, including minoro- habitats. Secribe hav aniety of animals in their habitats, including micro- habitats. Describe hav animals obtain their food from plants and other animals, using the idea of a simple fo	Relationships Living in the wider world Democracy The rule of law Individual liberty Mutual respect New Beginnings Cetting on /failing out Caption (cook Museum) Cook to be me Thorp Perrow Caption (cook Museum) The Toymaker / Last in the Toy Museum / Toy Beat Image Strategies (1) The Toymaker / Last in the Toy Museum / Toy Beat Atimals including humans (Y1) Everyday materials (1) Difference on animals including fish, amphibians, repelle, hirds and mammals. Previday materials (1) Disting stable between an object and the material from which it is made. Disting stable between an object and the material from which it is made. Describe and compare the structure of a variety of common animals (fish, amphibians, repelles, birds and mammals. (including pueple). Disting stable between an object and the material from which it is made. Observe changes arross the four seasons. Observe changes arross the four seasons. Diserve and gency between associated with the seasons and how day length varies. Seasonal Changes (Y1) Note that aninals, including humans, have offspring which genv into adults. Indentify and compare the satability of a variety of everyday materials. Describe how animals obtain they reach east needs of animals, induding mumars, for a variety of everyday materials. Indentify and comp	Extentionalitys Living in the winder world Italia and Weilbeirg Italia and Weilbeirg Demancray The rule of law Ensigned (all good) Option of all so and heiled. Mere Beginnings Getting on/Lalling out Captain Cock Museum Sectionality Therp Perrow Captain Cock Museum Sectionality Italia and the bestantiak (ada and best in the base of all so and best into the part of all so all		

						human and physical features hool and its grounds and the								
Art and	Design	Paintings inspired by lo To use a range of material To use drawing and paint and imagination. To develop a wide range of texture, line, shape, form a Learn about the work of a similarities between diffe their own work.	make products. eir ideas, experiences s in using colour, pattern, g the differences and											
Design Techno				Make a mechanical story book page/toy/weather chart Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical knowledge Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.				Food linked to contrasting localities Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.						
Comp	uting	E-Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online				E-Safety Use technology safely and respectfully, keeping personal information of help and supportAlgorithms and Programming (coding) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.use logical reasoning to predict the behaviour of online technologies.simple programs.				E-Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			
Mus	sic	Singing focus Use their voices expressiv chants and rhymes. Listen with concentration and recorded music.				Instrument focus Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music			Composition focus Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.					
PE	Ε	Invasion Games Stamina/Multi-skills Participate in team games developing simple tactics attacking and defending. Master basic movements i running, jumping, throwir catching, as well as develo balance, agility and co-orc and begin to apply these i of activities.	for including ng and pping lination,	Dance Stamina/Multi-skills Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		Gymnastics Stamina/Multi-skills Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		d developing simple tactics for attacking and defending. Master basic movements including		AthleticsAthleticsNet and WallStriking and FMaster basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.Athletics Striking and FParticipate in team games, developing simple tactics for attacking and defending.Participate in team games, attacking and defending.Athletics Striking and F		movements including ping, throwing and well as developing ty and co-ordination, apply these in a range n team games, imple tactics for		
PSHE	2 & C	Families and friendships Making friends; feeling lonely and getting help	Safe relation Managing s resisting pr getting help recognising behaviour	ecrets; essure and ;	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community	Media liter digital resi The interne everyday lii content and information	l ience et in fe; online l	Money and work What money is; needs and wants; looking after money	Dance (link to May Day) Physical health and Mental Wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing an changing Growing old body parts; class or yea	ler; naming moving	Keeping safe Safety in different environments; risk and safety at home; emergencies	
RI	E				vish and what do they (S1 1.3)	How and why do we cele special and sacred times (KS1 1.6)		What does faith comr (KS1 1.7)	s it mean to belong to a nunity?	How should we care for and the world? (KS1 1.8		What is spe (F6)	cial about the world?	