

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

		Autumn		Spring		Summer	
<b>2023-2024</b>	<b>Themes</b>	How can I celebrate being me? How do I keep healthy?		Which materials are useful? What was Ripon like for people in the past?		How are living things suited to their habitats? How has technology changed over time?	
	<b>PSHE &amp; C</b>	Relationships		Living in the wider world		Health and Wellbeing	
	<b>FBV SEAL</b>	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
	<b>Experiences</b>	Clip 'n' Climb/Think Forensic		Ripon museums		Foxglove Covert	
	<b>Texts</b>	All Kinds of People / Goldilocks and the three Bears		Deep in the Woods / Billy Goats Gruff		The Boy who Grew Dragons / Superworm	
	<b>NC Objectives</b>						
Science	<b>Animals including humans (Y1)</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 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 mammals, 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. <b>Seasonal Changes (Y1)</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		<b>Everyday materials (Y1)</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <b>Seasonal Changes (Y1)</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		<b>Plants (Y1)</b> 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. <b>Seasonal Changes (Y1)</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		
	<b>Animals including humans (Y2)</b> 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. <b>Living things in their habitats (Y2)</b> Identify and name a variety of animals in their habitats, including micro-habitats. 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.		<b>Uses of everyday materials (Y2)</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		<b>Plants (Y2)</b> 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. <b>Living things in their habitats (Y2)</b> 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-habitats.		
	<b>Working scientifically</b> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.						
History		<b>Events beyond living memory that are significant nationally or globally – celebrations and festivals around the world</b> <b>Changes within living memory, used to reveal aspects of change in national life – birthdays, bonfire night, Christmas etc.</b>		<b>Significant historical events, people and places in our own locality – history of Ripon</b>		<b>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</b>	
Geography	<b>Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		<b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		<b>Locational Knowledge</b> Name and locate the world's seven continents and five oceans. <b>Human and Physical Geography</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		
<b>Geographical skills and fieldwork</b>							

	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 simple compass directions (North, South, East and West) and locational and directional language [(or example, near and far; left and right), to describe the location of features and routes on a map. 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. 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.										
Art and Design	<b>Self-portraits linked to new beginnings</b> To use a range of materials creatively to design and make products. To use drawing 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 artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.				<b>Sculptures linked to materials and musical instruments</b> 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	<b>Design, make and evaluate a bird box/bat box/bug hotel</b> <b>Design</b> 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. <b>Make</b> 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. <b>Evaluate</b> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable.										
Computing	<b>E-Safety</b> 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.		<b>Digital Literacy</b> Recognise common uses of information technology beyond school.		<b>E-Safety</b> 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.		<b>Algorithms and Programming (coding)</b> 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.		<b>E-Safety</b> 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.		<b>Information Technology</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Music	<b>Singing focus</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>Listening focus</b> Listen with concentration and understanding to a range of high-quality live and recorded music.				<b>Instrument focus</b> 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				<b>Composition focus</b> 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	<b>Invasion Games</b> <b>Stamina/Multi-skills</b> Participate in team games, developing simple tactics for attacking and defending. 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.		<b>Dance</b> <b>Stamina/Multi-skills</b> 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.		<b>Gymnastics</b> <b>Stamina/Multi-skills</b> 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.		<b>Invasion Games</b> <b>Stamina/Multi-skills</b> Participate in team games, developing simple tactics for attacking and defending. 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.		<b>Athletics</b> <b>Net and Wall</b> 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.		<b>Athletics</b> <b>Striking and Fielding</b> 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	<b>Families and friendships</b> Roles of different people; families; feeling cared for	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful	<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment	<b>Media literacy and digital resilience</b> Using the internet and digital devices; communicating online	<b>Money and work</b> Strengths and interests; jobs in the community	<b>Physical health and Mental Wellbeing</b> Keeping healthy; food and exercise, hygiene routines; sun safety		<b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong	<b>Keeping safe</b> How rules and age restrictions help us; keeping safe online	
RE	<b>Where do we belong? (F5)</b>		<b>Which stories are special and why? (F1)</b> <b>Which people are special and why? (F2)</b>		<b>Who is a Christian and what do they believe? (KS1 1.1)</b>		<b>Who is a Muslim and what do they believe? (KS1 1.2)</b>		<b>What can we learn from sacred books? (KS1 1.4)</b>	<b>What makes some places sacred? (KS1 1.5)</b>	

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<b>2024-2025</b>	<b>Themes</b>	Why am I special? Who is Mackenzie Thorpe?		Why are materials important? Why is James Cook famous?		How are habitats special? Who are some of the important people in history?		
	<b>PSHE &amp; C</b>	Relationships		Living in the wider world		Health and Wellbeing		
	<b>FBV SEAL</b>	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	
	<b>Experiences</b>	Thorp Perrow		Captain Cook Museum		Scruton Station		
	<b>Texts</b>	Elmer stories / Rumpelstiltskin		The Toymaker / Lost in the Toy Museum / Toy Boat		Jim and the Beanstalk / Jack and the Beanstalk		
	<b>NC Objectives</b>							
	Science	<b>Animals including humans (Y1)</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 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 mammals, 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. <b>Seasonal Changes (Y1)</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		<b>Everyday materials (Y1)</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <b>Seasonal Changes (Y1)</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		<b>Plants (Y1)</b> 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. <b>Seasonal Changes (Y1)</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		
		<b>Animals including humans (Y2)</b> 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. <b>Living things in their habitats (Y2)</b> Identify and name a variety of animals in their habitats, including micro-habitats. 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.		<b>Uses of everyday materials (Y2)</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		<b>Plants (Y2)</b> 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. <b>Living things in their habitats (Y2)</b> 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-habitats.		
		<b>Working scientifically</b> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.						
	History		<b>Changes within living memory, used to reveal aspects of change in national life – introduction to family trees and timelines, using story book texts and family information</b>		<b>Significant historical events, people and places in our own locality – exploring (James Cook)</b> <b>Events beyond living memory that are significant nationally or globally – exploring (James Cook)</b>		<b>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 – Elizabeth I and Queen Victoria</b> <b>Mary Seacole and Florence Nightingale</b>	
Geography	<b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom.  Link to Science		<b>Human and Physical Geography</b> 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.  Link to James Cook		<b>Place knowledge</b> 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.			
	<b>Geographical skills and fieldwork</b> 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 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 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 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.									
Art and Design	<b>Paintings inspired by local artists</b> To use a range of materials creatively to design and make products. To use drawing and painting 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 artists describing the differences and similarities between different practices and disciplines, and making links to their own work.									
Design and Technology	<b>Make a mechanical story book page/toy/weather chart Design</b> 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. <b>Make</b> 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. <b>Evaluate</b> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <b>Technical knowledge</b> Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.					<b>Food linked to contrasting localities Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.				
Computing	<b>E-Safety</b> 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.	<b>Digital Literacy</b> Recognise common uses of information technology beyond school.	<b>E-Safety</b> 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.	<b>Algorithms and Programming (coding)</b> 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.	<b>E-Safety</b> 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.	<b>Information Technology</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.				
Music	<b>Singing focus</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>Listening focus</b> Listen with concentration and understanding to a range of high-quality live and recorded music.					<b>Instrument focus</b> 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	<b>Invasion Games Stamina/Multi-skills</b> Participate in team games, developing simple tactics for attacking and defending. 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.	<b>Dance Stamina/Multi-skills</b> 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.	<b>Gymnastics Stamina/Multi-skills</b> 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.	<b>Invasion Games Stamina/Multi-skills</b> Participate in team games, developing simple tactics for attacking and defending. 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.	<b>Athletics Net and Wall</b> 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. Dance (link to May Day)	<b>Athletics Striking and Fielding</b> 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	<b>Families and friendships</b> Making friends; feeling lonely and getting help	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions	<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community	<b>Media literacy and digital resilience</b> The internet in everyday life; online content and information	<b>Money and work</b> What money is; needs and wants; looking after money	<b>Physical health and Mental Wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	<b>Growing and changing</b> Growing older; naming body parts; moving class or year	<b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies	
RE	<b>Which places are special and why? (F3)</b> <b>Which times are special and why? (F4)</b>	<b>Who is Jewish and what do they believe? (KS1 1.3)</b>	<b>How and why do we celebrate special and sacred times? (KS1 1.6)</b>	<b>What does it mean to belong to a faith community? (KS1 1.7)</b>	<b>How should we care for others and the world? (KS1 1.8)</b>	<b>What is special about the world? (F6)</b>				