

Bradfield Primary School – Long Term Plan
Pippin Class – Year 1/2
CYCLE A

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Our Amazing Adventures Enrichment: Village Walk		History Makers		Toy Time Travel Enrichment: Braintree Museum		Sunny Skies and Stormy Showers		Up, Up and Away!		Sand, Sea and Sky Enrichment: Walton Beach	
English				English				English			
Cave Baby Narrative retellings Guided reading Lost Species	If All the World Were... Non-narrative poems Guided reading Eric	The Comet Environmental campaign Guided reading: Eric	Dinosaurs and All That Rubbish Pamphlets Guided reading: The Magic Finger	The Bear and the Piano Narrative Guided reading: Rabbit and Bear	Toys in Space Narrative Guided reading: A Book of Bears	Yeti and the Bird Own version narratives Guided reading: A Book of Bears	Ocean Meets Sky Non-narrative poems Guided reading: After the Fall	We are Water Protectors Environmental campaign Guided reading: The Magic and Mystery of Trees	Dear Earth Informative leaflet Guided reading: The Magic and Mystery of Trees	Astro Girl Fact files Guided reading: Ride-by-Nights	Rosie Revere, Engineer Leaflet Guided reading: Cakes in Space
Maths				Maths				Maths			
Place Value (within 20) Addition and subtraction Place value (within 100) Shape				Addition and subtraction (within 100) Multiplication and division Length and height Statistics				Money Fractions Time Mass, capacity and temperature Geometry			
Science – Animals: Sensitive Bodies Familiarising themselves with the basic parts of the human body, children		Science: Everyday materials Building on their knowledge of everyday materials and their		Science – Making connections: plant-based materials Identifying ways to reduce, reuse and recycle,		Science: Microhabitats Developing their understanding of scientific enquiry, pupils learn that		Science: Making connections: investigating science through stories		Science: Seasonal changes Reflecting on their own experiences, children learn about the four seasons and	

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<p>investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work.</p>	<p>properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children learn about the harmful effects of plastic and explore eco-friendly alternatives.</p>	<p>children draw on their knowledge of properties to invent creative uses for old objects. They discover some natural materials derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for homemade plant pots, venturing outdoors to find natural materials to decorate them.</p>	<p>scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.</p>	<p>Using picture books and hands on outdoor activities, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They identify animals by closely observing footprints and construct waterproof animal homes with natural materials. Pupils sort birds according to their diet and seek patterns in their physical characteristics.</p>	<p>the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job.</p>
<p>R.E- How did the world begin? Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like.</p>	<p>RE – What do some people believe God looks like? Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.</p>	<p>RE – What is God’s job? Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people.</p>	<p>RE – Why should we care for the world? Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth.</p>	<p>RE – How do we know that new babies are special? Exploring different ceremonies to welcome home a new baby by examining quotes, videos, and pictures. Children investigate the symbolism in these ceremonies and seek connections between the ways people from diverse worldviews celebrate a new baby.</p>	<p>RE: Why should we care for others? Exploring stories and guidance that inspire people to care for others, examining the reasons behind these actions and their impact on people’s lives. Children investigate different ways people show care and understand why giving to others is important.</p>

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	<p>History – How am I making history? Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p>History – How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p>		<p>History – How did we learn to fly? Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	
<p>Geography – What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>			<p>Geography – What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK’s hot and cold places using weather maps with a simple key.</p>		<p>Geography - What can you see at the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p>
	<p>Art and Design – Sculpture and 3D: paper play Creating simple three dimensional shapes and structures using familiar</p>	<p>Art and Design – Tell me a story: drawing Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of</p>	<p>Art and Design – Painting and mixed media: colour splash Exploring colour mixing through paint play, children use a range of</p>		<p>Art and Design: Craft and design: woven wonders Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-</p>

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	<p>materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of Life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>	<p>tools and experiment with creating patterned surfaces to add texture and detail to drawings</p>	<p>tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p>		<p>dimensional woven artworks inspired by artist Cecilia Vicuña</p>
<p>Design and Technology – Cooking and nutrients: Balanced Diet Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy.</p>		<p>Design and Technology – Mechanism: making a moving monster After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.</p>		<p>Design and Technology: Textiles: Pouches Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch.</p>	<p>Design and Technology – Structures: constructing a windmill Construct a windmill to complete a request from a user. Develop an understanding of different types of windmill, how they work and their key features. Begin to use technical skills such as making evenly spaced cuts and adding weight to ensure a successful structure.</p>

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<p>Music: How we can make friends when you sing together?</p> <p>Listening: Renaissance</p>	<p>Music: How does Music tell stories from the past?</p> <p>Listening: Baroque</p>	<p>Music: How does Music make the World a better place?</p> <p>Listening: Classical</p>	<p>Music: How does Music help us to understand our neighbours?</p> <p>Listening: Romantic</p>	<p>Music: What songs can we sing to help us through the day?</p> <p>Listening: 20th Century</p>	<p>Music: How does Music teach about looking after our planet?</p> <p>Listening: 21st Century</p>
<p>Computing: We are Treasure Hunters Using programmable toys.</p>	<p>Computing: We are TV chefs How to use a video camera/recording equipment and to edit.</p>	<p>Computing: We are digital artists Creating digital artwork</p>	<p>Computing: We are publishers Choosing and importing images- thinking about privacy and copyright</p>	<p>Computing: We are rhythmic Creating sound patterns in Scratch Jnr and Garage Band</p>	<p>Computing: We are detectives Using data to solve clues</p>
<p>PSHE Being me in my world Special and safe My class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning charter</p>	<p>PSHE Celebrating difference The same as... Different from... What is bullying? What do I do about bullying? Making new friends Celebrating me</p>	<p>PSHE : Dreams and Goals My treasure chest of success Steps to Goals Achieving together Stretchy Learning Overcoming obstacles Celebrating my success</p>	<p>PSHE – Healthy Me Being Healthy Healthy Choices Clean and Healthy Medical Safety Road Safety</p>	<p>PSHE – Relationships Families Making friends Greetings People who help us Being my own best friend</p>	<p>PSHE – Changing me Life Cycles Changing Me My changing body Boys’ and Girls’ bodies Learning and Growing Coping with changes</p>
<p>PE Multi-skills</p>	<p>PE Football</p>	<p>PE Gymnastics</p>	<p>PE Dance</p>	<p>PE Squash Wednesday’s Tennis</p>	<p>PE Athletics</p>

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CYCLE B

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Wild Wonders		Map it Out!		Eco-Explorers		Sunny Skies or Winter Wonderland?		Castles and Crowns		Spectacular Shanghai	
Enrichment-Colchester Zoo				Enrichment- Fingringhoe Wick				Enrichment – London visit			
English				English				English			
The Sea Saw Own version narrative Guided reading: Hotel Flamingo	Grandad’s Camper Sequel narratives Guided reading: The spider and the Fly	Tadpole’s Promise Own version narratives Guided reading: The spider and the Fly	The Owl and the Pussy Rhyming poems Guided reading: Fanatical about Frogs	Lost and Found Own version narratives Guided reading: There’s a RangTan in my Bedroom	The Journey Home Persuasive letters Guided reading: Too Small Tola	House Held up by Trees Factual Reports Guided reading: Too Small Tola	Beegu Own version narratives Guided reading: Grimwood	A Walk in London Recount Guided reading: The Street Beneath my Feet	The Great Fire of London Information booklet Guided reading: The Street Beneath my Feet	Wolves Non-chronological leaflet Guided reading: Cinderella - an Art Deco Fairy Tale	Jim and the Beanstalk Sequel stories Guided reading: Dixie O’Day-in the Fast Lane
Maths				Maths				Maths			
Place Value (within 20) Addition and subtraction Place value (within 100) Shape				Addition and subtraction (within 100) Multiplication and division Length and height Statistics Money				Fractions Time Mass, capacity and temperature Geometry			

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<p>Science – Comparing animals Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.</p>	<p>Science- Lifecycles and health Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices.</p>	<p>Science- Habitats Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy</p>	<p>Science- Introduction to plants Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and draw and label diagrams of flowers. Children closely observe leaves and sort them into groups based on their appearance. They use non-standard units to measure leaf length and record their observations in a table. Pupils investigate if beans need water for growth and identify edible plant parts.</p>	<p>Science- Plant growth Carrying out comparative tests, pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils use rulers to measure stem growth and record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment.</p>	<p>Science- Uses of everyday materials Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children learn about the harmful effects of plastic and explore eco-friendly alternatives.</p>
<p>R.E- Why do we need to give thanks? Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and</p>	<p>RE – What do candles mean to people? Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles.</p>	<p>RE – How do we know some people have a special connection to God? Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious</p>	<p>RE – What is a prophet? Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammed and Guru Nanak. They look for clues in religious stories</p>	<p>RE – How do some people talk to God? Investigating the importance of communication in relationships, children examine the different ways people pray and why they consider this important. They explore the objects</p>	<p>RE: Where do some people talk to God? Expanding on their learning about prayer and worship, children examine buildings within their local area and beyond. Through investigating, they discover what the features of the buildings might reveal</p>

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<p>write their own lyrics for a song of thanks.</p>	<p>They use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.</p>	<p>figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.</p>	<p>and art to understand their characteristics and the promises they shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet.</p>	<p>that some people use during prayer and consider how the whole body is sometimes used in prayer.</p>	<p>about people's beliefs about God. Children design their own place of worship based on their learning.</p>
<p>History – How have explorers changed the world? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>		<p>History – How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>		<p>History – What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time</p>	
	<p>Geography – Where am I? Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using</p>		<p>Geography – Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as</p>		<p>Geography What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps</p>

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	<p>symbols to represent features and thinking about how places on the school grounds make them feel.</p>		<p>in the local area. They learn the four compass points and the names and location of the seven continents.</p>		<p>before identifying human features, through exploring land use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p>
<p>Art and Design: Craft & design: map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief</p>	<p>Design and Technology</p>	<p>Art and Design Sculpture and 3D: clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>		<p>Art and Design – Painting and mixed media: life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork</p>	
<p>Mechanisms: Fairground Wheel Design and create a functional Ferris wheels, consider how the different components fit together so that the wheels rotate and the structure stands freely. Select appropriate materials and develop their cutting and joining skills.</p>		<p>Design and Technology – Textiles: Puppets Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, gluing, stapling and pinning.</p>	<p>Design and Technology: Cooking and Nutrition: Smoothies Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.</p>	<p>Design and Technology – Mechanisms: Wheels and Axles Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.</p>	<p>Design and Technology: Structure's: Baby Bear's Chair Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes</p>

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<p>Computing: We are astronauts Program in Scratch and move sprites.</p>	<p>Computing: We are games testers Understanding algorithms and use logical reasoning.</p>	<p>Computing: We are photographer Using a camera app and edit and enhance their photographs.</p>	<p>Computing: We are safe researchers Research a topic and use technology purposefully.</p>	<p>Computing: We are animators Understand animation and use a storyboard.</p>	<p>Computing: We are zoologists Collect data and record information on a digital map.</p>
<p>PSHE Being me in my world Hopes and Fears Rights and Responsibilities Rewards and Consequences Boys and Girl Why does bullying happen? Standing up for myself and others</p>	<p>PSHE Celebrating difference Boys and Girl Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends</p>	<p>PSHE : Dreams and goals Life cycles in nature Growing from young to old The changing me Boys and girls bodies Assertiveness Looking ahead</p>	<p>PSHE – Healthy me Goals to success My learning strengths Learning with others Group challenge</p>	<p>PSHE – Relationships Healthy Me Being Healthy Being relaxed Medicine Safety Healthy eating</p>	<p>PSHE – Changing me Families Keeping safe – exploring physical contact Friends and Conflict Secrets Trust and Appreciation Celebrating my special relationships</p>
<p>PE Multi-skills</p>	<p>PE Football</p>	<p>PE Gymnastics</p>	<p>PE Dance</p>	<p>PE Tennis</p>	<p>PE Athletics</p>

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