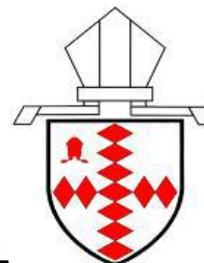




St PAUL'S (C OF E) PRIMARY SCHOOL



Years 1 & 2 Long Term Cross Curricular Plan Year A 2018-2019

Respect, Trust, Compassion

Topic →	<u>Naughty or nice</u>		<u>Fantastical Fantasy</u>		<u>London living</u>	
Subject						
↓ English (Books and main outcomes - see Literacy Tree Plans for more detail)	Cave Baby (2 weeks): Letter Naughty Bus (3 weeks): Narrative	House Held Up by Trees (2weeks): Newspaper report Sidney, Stella and the Moon (2 weeks): Factfile Goldilocks Project (3 weeks): Narrative	Odd egg (2 weeks): Guidebook / leaflet The Dragon Machine (3 weeks): Narrative	The Minpins (3 weeks): Narrative Stanley's Stick (2 weeks): Narrative	The Great Fire of London (2 weeks): Non chronological report / non – fiction book Walk in London (3 weeks): Guidebook / leaflet	Yeti and the Bird (3 weeks): Narrative Wolves (3 weeks): Non chronological report
Reading texts	Billy and the beast Grandad's secret giant	What's that smell? Dog on stilts / Bears don't read	There is no dragon in this story The story machine	The Grotlyn Imaginary Fred	Baby Monkey Private Eye The worm and the bird	Tidy A box of butterflies

Maths (Key units from White Rose Plans)	<u>Year 1:</u> Number: Place Value within 10 (4 weeks) Number: Addition and Subtraction within 10 (4 weeks) Geometry: Shape (1 week) Number: Place Value within 20 (2 weeks)		<u>Year 1:</u> Number: Addition and Subtraction within 20 (4 weeks) Number: Place Value within 50 including multiples of 2, 5 and 10 (3 weeks) Measurement: Length and Height (2 weeks) Measurement: Weight and Volume (2 weeks)		<u>Year 1:</u> Number: Multiplication and Division (3 weeks) Number: Fractions (2 weeks) Geometry: Position and direction (1 week) Number: Place Value within 100 (2 weeks) Measurement: Money (1 week) Measurement: Time (2 weeks)	
	<u>Year 2:</u> Number: Place Value (3 weeks) Number: Addition and Subtraction (5 weeks) Measurement: Money (2 weeks) Number: Multiplication (2 weeks)		<u>Year 2:</u> Number: Division (2 weeks) Statistics (2 weeks) Geometry: Properties of shape (3 weeks) Fractions (3 weeks) Measurement: Length and Height (1 week) Consolidation (1 week)		<u>Year 2:</u> Position and direction (3 weeks) Problem solving and efficient methods (2 weeks) Measurement: Time (3 weeks) Measurement: Mass, capacity and temperature (3 weeks) Investigations (1 week)	
RE Topics and key objectives taken from SDBE – Southwark Diocesan Board of Education: Syllabus for Religious Education	Why is it good to listen to and remember the stories Jesus told? (6 weeks) – To know some of Jesus’ parables and what they are teaching: The Lost Sheep The parable of the Sower The Good Samaritan The Unforgiving servant	Where is the light of Christmas? (4 weeks) –To know how light links to Christmas -To know about the Christingle and its parts	The school’s own Saints day. (2 weeks) -To know the story of Saint Paul and what a Christian can learn from it Why are Saints important to Christianity? (2 weeks) – To know the qualities that make someone a Saint and reflect on how this can influence behaviour	What are God’s rules for living? (2 weeks) – To know what the 10 commandments are -To understand how the rules can guide them in their lives Why is Easter the most important festival? (4 weeks) – To know about the events of each day leading up to Easter: Palm Sunday The Last supper Good Friday Easter Sunday	What does it mean to be a Muslim? (6 weeks) – To know about the Qur’an -To know about the Adhaan -To know about Muslim prayer -To know about the Mosque -To know how patterns are important in Islam	What is it like to live as a Jew? (6 weeks) -To explore Jewish symbols and artefacts -To know about the Torah -To know about Shabbat -To know about the Synagogue

				<p>-To reflect on these events and link them to times in their own lives</p>		
<p>Science</p>	<p>Plants (Yr1) – To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -To identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Plants (Yr2) – To observe and describe how seeds and bulbs grow into mature plants -To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Animals including humans (Yr1) –To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals –To identify and name a variety of common animals that are carnivores, herbivores and omnivores -To describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals – including pets) -To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Seasons (Yr1) – To observe changes across the 4 seasons -To observe and describe weather associated with the seasons and how day length varies</p>	<p>Electricity – preliminary unit –To identify common appliances that run on electricity -To understand the dangers of electricity and how to be safe around it -To know the difference between the use of batteries and main electricity</p>	<p>Living things and their habitats (Yr2) -To explore and compare the differences between things that are living, dead and things that have never been alive -To Identify that most living things live in habitats to which they are suited and describe how habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other -To identify and name a variety of plants and</p>

					<p>animals in their habitats, including micro habitats</p> <ul style="list-style-type: none"> -To 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
History	<p>Travel and transport –</p> <ul style="list-style-type: none"> -To develop an awareness of the past through finding out about changes within living memory -To know where people and events studied fit within a chronological framework -To ask and answer questions, choosing sources to show that they know and understand the key features of events -To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements 	<p>Toys –</p> <ul style="list-style-type: none"> -To develop an awareness of the past through finding out about changes within living memory -To understand some of the ways in which we find out about the past -To ask and answer questions, choosing sources to show that they know and understand the key features of events -To know where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods -To develop an awareness of the past using common words and phrases relating to the passing of time 	<p>The Great Fire of London –</p> <ul style="list-style-type: none"> -To develop an awareness of the past through finding out about changes beyond living memory - To identify similarities and differences between ways of life in different periods -To know and understand key features of an event beyond living memory that is nationally or globally significant -To ask and answer questions, choosing parts of stories to show that they know and understand the key features of events -To know about significant historical people from own locality 		
Geography	<p>Magical mapping –</p> <ul style="list-style-type: none"> -To devise simple maps and use/ construct basic symbols in a key 	<p>Wonderful weather –</p> <ul style="list-style-type: none"> -To identify seasonal and daily weather patterns in the UK 	<p>Local area / Our country -</p> <ul style="list-style-type: none"> -To use simple fieldwork and observational skills to study the 		

	<ul style="list-style-type: none"> -To use simple compass directions and locational/directional language to describe the location of features and routes on a map -To use world maps, atlases and globes to identify the UK and its counties -To name and locate the world's 7 continents and 5 oceans -To use aerial photographs to plan perspectives to recognise landmarks and basic human and physical features -To 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 -To use basic geographical vocabulary to refer to key human and physical features 		<ul style="list-style-type: none"> -To identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles -To understand the human/physical geography of parts of the world 	<p>geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <ul style="list-style-type: none"> -To use basic geographical vocabulary to refer to key human and physical features -To understand geographical similarities/differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country -To name, locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding seas 		
Computing	<p>Basic skills and online safety poster</p> <ul style="list-style-type: none"> -To use technology purposefully to create, organise, store, manipulate and retrieve digital content -To 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 	<p>Coding – physical) and on screen - Beebots</p> <ul style="list-style-type: none"> -To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<p>Photography project</p> <ul style="list-style-type: none"> -To recognise common uses of information technology beyond school 	<p>JIT Simple animation</p> <ul style="list-style-type: none"> -To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -To create and debug simple programs -To use logical reasoning to predict the behaviour of simple programs 	<p>Coding – on screen- Espresso</p> <ul style="list-style-type: none"> -To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -To create and debug simple programs -To use logical reasoning to predict the 	<p>E-Book –Book creator</p> <ul style="list-style-type: none"> -To recognise common uses of information technology beyond school

	on the internet or other online technologies.				behaviour of simple programs	
PE	Gymnastics (Yr 2, Unit I) – Paths: straight, zig zag, curl Games: Attacking and defending	Dance (Yr 1, Unit 2) – March, March, March Jack and the Beanstalk Games: Problem Solving Bench Ball	Gymnastics (Yr 1, Unit F) – Rocking and rolling Games: Making own games	Dance (Yr 1, Unit 3) – Fog and Sunshine Washing Day Handas Surprise Games: Throwing and Catching	Gymnastics (Yr 1, Unit D) – Flight: Bouncing, jumping, landing Games: Bat & Ball skills	Dance (Yr2, Unit 4) – Traditional English Country dances Games: Athletics
DT	<p>Sewing (link to Literacy topic on The Moon)</p> <ul style="list-style-type: none"> -To explore and evaluate a range of existing products -To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology -To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -To evaluate their ideas and products against design criteria 		<p>Seasonal Fruit Salads (link to Geography topic on weather and Science topic on seasons)</p> <ul style="list-style-type: none"> - To design purposeful, functional, appealing products for themselves and other users based on design criteria -To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics -To evaluate their ideas and products against design criteria 		<p>Modelling (link to Geography topic on Housing and our local area – 3D tudor village to set on fire)</p> <ul style="list-style-type: none"> -To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology – To build structures, exploring how they can be made stronger, stiffer and more stable -To evaluate their ideas and products against design criteria 	
Art	<p>Drawing skills (link to Science topic on plants-Georgia Okeefe/Van Gogh)</p> <ul style="list-style-type: none"> -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, 		<p>Printing skills (link to Literacy topic on dragons)</p> <ul style="list-style-type: none"> – To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		<p>Painting skills (link to History topic on The Great Fire of London)</p> <ul style="list-style-type: none"> – To use drawing, painting 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 	

	and making links to their own work		
PSHE	<p>Health and well being</p> <ul style="list-style-type: none"> – To recognising choices that have good and not so good consequences (link to Literacy texts). -To Learn the benefits of evercise – making informed choices to improve physical health (link to transport). <p>Relationships</p> <ul style="list-style-type: none"> – To know what constitutes a good friend and what is fair/unfair, kind/unkind, right/wrong (link to Literacy texts) 	<p>Living in the wider world</p> <ul style="list-style-type: none"> – To know the differences between fantasy and reality (link to Literacy texts). -To know where food comes from (Link to DT and Geography) <p>Health and wellbeing</p> <ul style="list-style-type: none"> – To name and identify parts of the body (Link to Science) 	<p>Living in the wider world</p> <ul style="list-style-type: none"> – To understand how to keep safe (fire, road, water etc) -To know the role of the emergency services (Link to History) <p>Health and wellbeing</p> <ul style="list-style-type: none"> – To understand how diseases spread (Link to History)
Music	<p>Plants</p> <p>To identify rhythm. Chn to express their understanding of rhythm. To clap and move their bodies in time.</p> <p>Transport</p> <p>To create sounds that represent different forms of transportation. Chn to use their hands, feet, legs and arms to create rhythms that reflect different transport sounds.</p> <p>Black History</p> <p>To learn WIndrush songs. Chn to choose one of the songs demonstrated in class and perform it within a small group. Chn to use percussive instruments to assist the rhythmic dynamics of the songs.</p> <p>Christmas</p> <p>Chn to learn, practice and perform songs that reflect this time.</p>	<p>Chinese</p> <p>Chn to explore music, and instruments and music traditions from this region.</p> <p>Easter</p> <p>Chn to learn, practice and perform songs that reflect this religious festival period of time.</p>	<p>Tudor</p> <p>Chn to research instruments that are reflective of the era. Children to learn and perform songs associated with that historical period.</p> <p>Consolidation</p> <p>Chn to reflect upon what they've learned throughout the year. Putting in practice key skills and demonstrating the securing of their knowledge through music, song and instrumentation.</p>

