







Old Bank Academy Curriculum Long Term Plan

Year 1 / 2 Cycle B



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Information	Old Bank & the Local Area 	Remember, Remember the 5th November 	Australia 	Lady with the Lamp 	Majestic Monarchs 	Hot VS Cold 
Enquiry Question		Why do we 'celebrate' bonfire night?		How did this famous person change the world?	Who was the most successful monarch- Queen Elizabeth II or Queen Victoria?	
	What makes a good map?		Where would you prefer to live and why?			Would it be hotter or colder at the top of the Earth? What is it like in cold/hot climates?
Golden Thread		Conflict and Disaster Society and community		Society and community Role of women	Key historical person Power and monarchy Role of women	
	Locational knowledge Mapping Physical and human geography		Place Knowledge Physical Geography Human Geography			Locational knowledge Mapping Physical and human geography
Book Led Literacy	Fiction- Last stop on Market Street	Fiction- Little Red Riding Hood	Fiction- Meerkat Mail	Fiction- The Day the Crayons Quit	Fiction- The Queens Hat	Fiction- The Storm Whale
	Non- Fiction- Our Trip to the Woods	Non- Fiction- Bonfire Night	Non- Fiction- Big Cats	Non- Fiction- Florence Nightingale	Non- Fiction- Queen Elizabeth II	Non- Fiction- Ice Planet Adventure Park
		Poetry- The Great Big Cuddle- Michael Rosen		Poetry-Poems to Perform – Julia Donaldson		Poetry- Poems Out Loud
ROAP Outcome	Map	TV News report	Travel Brochure	Interview with Florence Nightingale- Mrs Wood in character	Biography	Weather forecast

Understanding the world	Geography	<p>Is able to say their address</p> <p>Identify less familiar features of the local area</p> <p>Begin to use basic geographical vocabulary to refer to key physical features</p> <p>Begin to use basic geographical vocabulary to refer to key human features</p> <p>Understand directions and where things are using prepositional language</p> <p>Respond to teacher-led, simple closed questions and investigate surroundings</p> <p>Recognise that a map represents a place</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Draw picture maps</p> <p>Make a map of a short, familiar route</p> <p>Use own symbols</p> <p>Use relative vocabulary (i.e. bigger/smaller/near/far)</p>		<p>Compare and contrast the local area with a contrasting locality Ask simple closed questions (i.e., Where is it? What is it like?)</p> <p>Make simple comparisons between different places</p> <p>Use simple compass directions (N, E, S, W) to describe the location of features and routes on a map</p> <p>Use number/letter coordinates to locate features on a simple map</p> <p>Understand boundaries on a map</p> <p>Have a spatial awareness on maps (i.e., 'A' is closer to 'B' than 'C' is)</p> <p>Describe the impact that plastic use has on our Earth</p> <p>Explain different choices in the way that plastic is used</p> <p>Ask simple closed questions (i.e., Where is it? What is it like?)</p>			<p>Name and locate the world's 7 continents, 5 oceans, equator and the North and South Pole</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied with support</p> <p>Ask simple closed questions (i.e., Where is it? What is it like?)</p> <p>Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles – link to months of the year</p> <p>Name and sort human geographical features from hot and cold locations</p> <p>Apply basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, mountain etc</p> <p>Ask simple closed questions (i.e., Where is it? What is it like?)</p> <p>Make simple comparisons between different places</p> <p>Use simple compass directions (N, E, S, W) to describe the location of features and routes on a map</p> <p>Have a spatial awareness on maps (i.e., 'A' is closer to 'B' than 'C' is)</p>

	History	<p>Gunpowder Plot The sub lenses for this unit are monarchy, civilisation and religion. This unit will cover what life was like in Britain at the end of the Tudor period and what life was like for Catholics in England during the reign of James I. It will explore who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament This builds from the monarchy unit and the disciplinary concept of using sources to find out what happened.</p> <p>Who was King James 1 of England? Who was Guy Fawkes? What happened in the gunpowder plot? Why do we have bonfire night?</p>		<p>Hospitals & Healthcare The sub lenses for this unit are industry and empire. It will cover the changes in hospitals and healthcare and significant healthcare workers. This builds on from EYFS Understanding the World focusing on people and their roles within society.</p> <p>How can we find out about the past? Who was Florence Nightingale and why was she important? Who was Edith Cavell and why was she important? Why did Edith and Florence act the way they did? How has the past been represented? How did Florence and Edith change our hospitals?</p>	<p>Majestic Monarchs <i>The sub lenses for this unit are empire and monarchy. This unit will introduce some of the most famous and significant kings and queens of England, from King William I in 1066 to King Charles III in the present day. It will focus on their lives and which palaces and castles were significant to them. This builds from the EYFS 'Understanding the World' and the importance of castles.</i></p> <p>Who were the kings and queens of the past? Who was Queen Victoria and where did she live? Who was the first Queen Elizabeth? How do we remember Queen Elizabeth II? Who is our current monarch?</p>	
	RE	How do we celebrate special events? (Y1)	How can we look after the planet (Y2)	Which books and stories are special? (Y1)	How is a new life welcomed? (Y2)	What did Jesus teach us and how? (Y2)

Artist – Cezanne
French - P. Impressionism
 Line Focus/ Drawing



To talk in some detail about Cezanne's paintings- For example, how he has made the fruit in his still life look 3D. How is it the fruit stands out from the background.

In my sketchbook -

To draw a dark and light line with a pencil. (HB-2B)

To use a pencil to create light, medium and dark shading.

To use pencil to draw an apple and pear and describe the shapes.

To then draw the shape and add shading to it to make it look 3D.

Where the darkest shadow would be.

To draw a piece of fruit in front of another.

To use oil pastels to mix up shades of colours used in a Cezanne still life.

To be able to describe these colours. Are they bright or dull for example, hot or cold.

To draw a still life from observation.

To use oil pastels to draw a piece of fruit in the style of Cezanne.

To make an observational, still life drawing in pencil or colour.

Artist – Vincent Van Gogh
Dutch - P. Impressionist
 Painting



Recognise, name and mix the 3 primary colours to create secondary colours in a piece of work e.g. mix blue and yellow to create green

Create and explain the 6-part colour wheel

Understand contrasting /complementary colours

Artist – F. Hundertwasser
Austrian - Modern Art
 Printing



Continue to explore printing with a range of hard and soft materials including sponge, corks or string on card

Identify forms of printing: books, posters, pictures and fabrics

Continue to explore using digital resources including the internet and 2simple

Understand how to change lines, brush size, colour, erase and crop on 2paint

Artist – Piet Mondrian
Dutch - Cubism/Modern Art
 Collage



Begin to name a range of different fabrics including felt

Have experience of colouring in textiles using fabric crayons- t-shirt project

Apply some decoration using buttons, feathers or beads

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent texture

Artist – Barbara Hepworth
British – Modern art
 Sculpture /Clay



Complete one clay project

Join two pieces of clay together successfully


Shape, form and model from observation and imagination

Demonstrate making patterns and textures when appropriate

Use tools and equipment safely and in the correct way



Inspired by the National Gallery's
 Take One Picture programme

	DT	Cooking and nutrition: A balanced diet (4 lessons)	Mechanisms: Making a moving monster(4 lessons)	Structures: Baby bear's chair (4 lessons)	Textiles: Pouches (4 lessons)	Mechanisms: Fairground wheel (4 lessons)	Use this time to: Extend projects Attend trips Celebrate (gallery) Set challenges
	Music	Hey You (Year 1)	Rhythm in the way we walk and Banana Rap (Year 1)	I wanna play in a band (Year 2)	Zootime (Year 2)	Friendship song (Year 2)	Reflect/Review/Rewind Including composition and performance
STEM	Science	Materials	Living Things and Their habitats	Seasonal Changes- spring/ summer	Materials	Famous Scientists around the World	
							
	Computing	Unit 2.1 Coding	Unit 2.2 Online Safety Unit 2.3 Spreadsheets	Unit 2.4 Questioning	Unit 2.5 Effective Searching	Unit 2.6 Creating Pictures	Unit 2.7 Making Music Unit 2.8 Presenting ideas
Physical Development	PE	<ul style="list-style-type: none"> • Throw and catch displaying a degree of competency, in isolation and in varied environments • Demonstrate changes of direction, level & speed • Show an awareness of how the body functions/changes during exercise • Repeat and Perform sequences of movements • Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination) • Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team • Show competence in one stroke when swimming • With guidance participate displaying respect, fair play and working well with others 					
		Dance	Gymnastics	Multi-skills	Football	Orienteering	Athletics
Whistles/ Personal Development	PSHE/ SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Growing and Changing	Being my Best

Enrichment/ Trips & Experiences	Week 2- Local walk	Panto 21/12/23	Visitor- Nina (see Mikele)			Zoo
	<ul style="list-style-type: none"> Natural art – make a 3D sculpture out of natural materials Complete a hike (first of 3) Campfires: Skills 1, 2, 3 Understand how to call the emergency services. Know what to do if a fire starts. 		<ul style="list-style-type: none"> Make a small shelter or den that you can sit under. Use a compass to follow and orienteering trail. Identify 5 different types of trees. Take part in a class performance. I can sign my name I can sign 3 greetings 		<ul style="list-style-type: none"> Bake and decorate a cake or bun Know which side of the road to walk on if there is no pavement. Know how to act should a stranger approach you. Race Time – Participate in a race. Extreme challenge – to be agreed within class 	
i-challenge	<p style="text-align: center;">← Building confidence, building relationships, building teamwork →</p>					

