



St. Peter's CE Primary School.

Foundation subjects: Long Term Plan-Objectives.

Year 1/2

Year Group-1/2	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Cycle 1	Land, Space and sea	The Royal Family	The World Wars
Geography	<p>Identify seasonal and daily weather patterns in the UK</p> <p>Use basic geographical vocabulary to refer to: key physical features, including beach, forest, hill, mountain, sea, river</p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Use basic geographical vocabulary to refer to: key physical features, including cliff, coast, ocean, soil, valley, vegetation, season and weather</p>	<p>Use aerial photographs to recognise landmarks</p>	
History	<p>Changes in national life</p> <p>Significant historical events</p> <p>Significant historical people</p> <p>Events beyond living memory that are significant globally</p> <p>The lives of significant individuals in the past who have contributed to national achievements</p> <p>The lives of significant individuals in the past who have contributed to international achievements</p> <p>Compare aspects of life in different periods-Orville, Wright brothers, Christopher Columbus</p>	<p>Changes within living memory</p> <p>Changes in national life</p> <p>Significant historical people</p> <p>Significant historical places</p> <p>Events beyond living memory that are significant nationally</p> <p>Events commemorated through festivals or anniversaries</p> <p>The lives of significant individuals in the past who have contributed to national achievements</p> <p>The lives of significant individuals in the past who have contributed to international achievements</p> <p>Compare aspects of life in different periods-Elizabeth I, Queen Victoria, Henry VIII, Portrait painter</p>	<p>Changes in national life</p> <p>Significant historical events</p> <p>Significant historical people</p> <p>Significant historical places</p> <p>Events beyond living memory that are significant globally</p> <p>Events commemorated through festivals or anniversaries</p> <p>The lives of significant individuals in the past who have contributed to national achievements</p> <p>Compare aspects of life in different periods-Tim Berners-Lee, Edith Cavell</p>
Art	<p>Develop techniques of colour, pattern, texture, line, shape, form and space</p>	<p>Use drawing, painting and sculpture</p> <p>Learn about range of artists, craftsmen and designers</p>	<p>Use a range of materials</p>
DT	<p>Generate, model & communicate ideas</p> <p>Evaluate existing products & own ideas</p> <p>Build and improve structure & mechanisms</p>	<p>Design purposeful, functional & appealing products</p> <p>Generate, model & communicate ideas</p> <p>Evaluate existing products & own ideas</p>	<p>Generate, model & communicate ideas</p> <p>Use range of tools & materials to complete practical tasks</p> <p>Evaluate existing products & own ideas</p>

Music	Sing songs	Sing songs	Sing songs
	Play tuned & untuned instruments musically	Play tuned & untuned instruments musically	Play tuned & untuned instruments musically
	Listen & understand live and recorded music	Listen & understand live and recorded music	Listen & understand live and recorded music
	Make and combine sounds musically	Make and combine sounds musically	Make and combine sounds musically



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Year 1/2

Year Group-1/2	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Cycle 2	Journeys	The Great Fire of London	Countries
Geography	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p>Use basic geographical vocabulary to refer to: key human features, including town, village, farm, house and shop</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Devise a simple map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Use basic geographical vocabulary to refer to: key human features, including city, factory, port, office and harbour</p> <p>Map work-use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment</p>	<p>Use basic geographical vocabulary to refer to: key human features, including town, village, farm, house and shop</p> <p>Use aerial photographs to recognise landmarks</p> <p>Use Ariel photographs and plan perspective to recognise landmarks and basic human and physical features</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including beach, forest, hill, mountain, sea, river</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (N, S, E, W) to describe the location of features and routes on a map</p>
History	<p>Significant historical people</p> <p>Significant history in own locality</p> <p>Compare aspects of life in different periods-Rosa Parks</p>	<p>Changes in national life</p> <p>Significant historical places</p> <p>Events beyond living memory that are significant nationally</p> <p>Events beyond living memory that are significant globally</p> <p>Events commemorated through festivals or anniversaries</p> <p>The lives of significant individuals in the past who have contributed to national achievements</p> <p>Compare aspects of life in different periods-Samuel Pepys</p>	<p>Changes within living memory</p> <p>Significant historical people</p> <p>Compare aspects of life in different periods-Mary Seacole, Nelson Mandela</p>

Art	Use a range of materials	Use drawing, painting and sculpture	Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers
DT	Generate, model & communicate ideas Evaluate existing products & own ideas	Generate, model & communicate ideas Evaluate existing products & own ideas	Generate, model & communicate ideas Understand where food comes from
Music	Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically	Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically	Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically