



# St. Bernadette's Catholic Primary Voluntary Academy

## Year 1/2 Long Term Plan Cycle B

	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<b>RE Come and See</b>	<b>Beginnings</b> - Domestic Church- Family <b>Signs and Symbols</b> - Baptism/Confirmation - Belonging <b>Other Faiths</b> - Judaism <b>Preparations</b> - Advent/Christmas-Loving		<b>Books</b> -Local Church- Community <b>Thanksgiving</b> -Eucharist-Relating <b>Opportunities</b> - Lent/Easter-Giving		<b>Spread the Word</b> -Pentecost- Serving <b>Rules</b> -Reconciliation- Inter-relating <b>Other Faiths</b> - Hinduism/Islam/Sikhism <b>Treasures</b> - Universal Church - World	
<b>English Reading</b>	<b>Class Story</b> Dogger 1  Traction Man 2	<b>Class Story</b> The Tiger who Came to Tea 1  Fantastic Mr Fox 2	<b>Class Story</b> Elmer 1  The Flower 2	<b>Class Story</b> Can't You Sleep LittleBear? 1  Mudpuddle Farm -Cock-A-Doodle- Doo! 2	<b>Class Story</b> Beegu 1  The Lighthouse Keeper's Lunch 2	<b>Class Story</b> Winnie the Witch 1  Stories of Magic and Mischief - Short Stories 2
<b>English Writing</b>	<b>Narrative (Changing the Story)</b> Old Bear  <b>Non-fiction (Non-Chronological Report)</b> The Victorians	<b>Narrative (Fantasy)</b> Chitty Chitty Bang Bang!  <b>Poetry (Senses, Structured)</b> Christmas/Winter Theme	<b>Narrative (Traditional Tales)</b> Jack and the Beanstalk  <b>Non-fiction (Leaflet)</b> Scunthorpe	<b>Poetry (Riddles)</b> Farm animal Riddles  <b>Non-fiction (Instructions)</b> Growing Cress/ Making Soup	<b>Narrative (Historical Fiction)</b> A Knight/ Dragon Story  <b>Poetry (Performance)</b> Castle Poem	<b>Narrative (Stories with Different Settings)</b> Sea/ Rainbow Fish  <b>Non-fiction (Recount)</b> School Trip
<b>English VGP</b>	Capital letters Full stops Finger spaces Nouns	Capital letters Full stops Finger spaces Nouns	Capital letters Full stops Finger spaces Nouns	Capital letters Full stops Finger spaces Nouns	Nouns Adjectives Expanded noun phrases (2)	Nouns Adjectives Expanded noun phrases (2)

	Adjectives Expanded noun phrases (2)	Adjectives Expanded noun phrases (2) Conjunctions Statements/Comma nds/Exclamations	Adjectives Expanded noun phrases (2) Verbs Tense Conjunctions Statements/Comma nds/Exclamations	Adjectives Expanded noun phrases (2) Verbs Tense Conjunctions Statements/Comma nds/Exclamations Suffixes (2) Prefixes (2) Apostrophes (2)	Verbs Tense Conjunctions Suffixes (2) Prefixes (2) Apostrophes (2)	Verbs Tense Conjunctions Suffixes (2) Prefixes (2) Apostrophes (2)
<b>Spelling</b>	<b>Words</b> -Year 1 Common exception words -Dictated sentences containing GPCs and common exception words  <b>Phonics, Rules and Conventions</b> -words containing each of the 40+ phonemes already taught. -vowel digraphs which have been taught and the sounds which they represent. -adjacent consonants which have been taught and the sounds which they represent. -trigraphs which have been taught and the sounds which they represent -sounds are usually spelt as ff, ll, ss, zz and ck straight after a single vowel letter in short words -sounds spelt n before k  <b>Affixes and Roots</b> -the prefix un -spell words beginning with the prefix 'un' where a change of spelling is not needed.		<b>Words</b> -Year 1 Common exception words -Dictated sentences containing GPCs and common exception words -words ending in 'y' -adding 'e' at the end of a word following a 'v'.  <b>Phonics, Rules and Conventions</b> -words containing each of the 40+ phonemes already taught. -name the letters of the alphabet in order. -vowel digraphs which have been taught and the sounds which they represent. -split digraphs which have been taught and the sounds which they represent  <b>Affixes and Roots</b> -use -ing, -ed, -er and -est where no change is needed in the spelling of root words		<b>Words</b> -Year 1 Common exception words -Dictated sentences containing GPCs and common exception words -use letter names to distinguish between alternative spellings of the same sound. -days of the week.  <b>Phonics, Rules and Conventions</b> -divide words into syllables -compound words. - 'tch' sound comes straight after a single vowel letter - 'k' not a 'c' follows an e, i and y when spelling words. • spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	

English Phonics (KS1)	<p><b>Review Phase 3</b> GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s -es words with two or more digraphs e.g. queen thicker</p> <p><b>Phase 4:</b> CVCC CCVC CCVCC CCCVC</p> <p><b>Phase 4</b> with long vowels</p> <p><b>Phase 5 Graphemes</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words</p>	<p><b>Phase 5 graphemes</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p><b>Tricky Words</b> their people oh your house mouse water want could would should our Mr Mrs Ms ask*</p>	<p><b>Phase 5 graphemes</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou /z/ se cheese /s/ se ce mouse fence /ee/ ey Grow the code: /oo/ u ew ue u-e ui ou oo /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p><b>Tricky Words</b> fruit soup donkey thought through friend work some mother young school call different who whole where two shoulder any many again</p>	<p><b>Phase 5 graphemes</b> /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk once laugh /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* because eye /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p><b>Tricky Words</b> once laugh because eye</p>	<p><b>Review Phase 5</b> <b>GPCs</b> ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant</p>	<p><b>Phase 5 Graphemes</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review</p> <p><b>Tricky Words</b> busy beautiful pretty hour move improve parents shoe</p>
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<b>Mathematics</b>	Number - Place Value (Within 10) Number - Addition and Subtraction (Within 10)	Number - Addition and Subtraction (Within 10) Geometry (Shape)	Y1: Number - Place Value (within 20) Y1: Number - Addition and Subtraction (within 20) Y1: Number - Place Value (within 50)  Y2: Number - Place Value (within 100) Y2: Number - Addition and Subtraction (within 100) (Arithmetic) Y2: Measurement - Money Y2: Number - Multiplication and Division	Y1: Number - Place Value (within 50) Y1: Measurement - Length and Height Y1: Measurement - Mass and Volume  Y2: Number - Addition and Subtraction (within 100) (Arithmetic) Y2: Number - Multiplication and Division Y2: Measurement - Length and Height Y2: Measurement - Mass, Capacity and Temperature	Y1: Number - Multiplication and Division Y1: Number - Fractions Y1: Geometry - Position and Direction  Y2: Y2: Number - Addition and Subtraction (within 100) (Arithmetic) Y2: Number - Multiplication and Division Y2: Number - Fractions Y2: Measurement - Time	Y1: Number- Place Value (within 100) Y1: Measurement-Money Y1: Measurement-Time  Y2: Number - Addition and Subtraction (within 100) (Arithmetic) Y2: Number - Multiplication and Division Y2: Statistics Y2: Geometry - Position and Direction
<b>TOPIC</b>	<b>Blast from the Past!</b>		<b>Hometown Glory</b>		<b>Great Britain</b>	
<b>Cultural Capital Opportunities and Experiences</b>	Wilderspin National School Trip  Build a Snowman		Uncle Henry's/ Pink Pig Trip Visit to the Local Area - Ashby High Street Shop Visit Grow a Plant		Seaside Trip including lifeboat visit, beach and fish and chips  Celebrate St.George's Day	
<b>CornerStone Values Virtues?</b>	<b>Joy</b> - A joy of learning. <b>Wonder</b> - To ask questions about the world around us.. <b>Excellence</b> - Striving for excellence in all that we do		<b>Wonder</b> - ask questions to discover our local area <b>Joy</b> - share the joy of new learning with themselves and others <b>Excellence</b> - always maintain high standards of work and strive to do the best		<b>Joy</b> - share joy with themselves and others through new learning <b>Radiance</b> - share gifts and talents. <b>Excellence</b> - be the best that we can be in everything we do	

		they can.	
<b>Science</b>	<b>Chemistry- Everyday Materials</b> <ul style="list-style-type: none"> <li>Name and identify everyday materials</li> <li>Properties of materials</li> <li>Material use investigations</li> </ul>	<b>Biology- Plants</b> <ul style="list-style-type: none"> <li>Garden and wild plants</li> <li>Structure of plants</li> <li>Deciduous and evergreen trees</li> <li>What plants need to be healthy</li> <li>How seeds and bulbs grow</li> </ul>	<b>Physics - Seasonal Changes (Earth and Space)</b> <ul style="list-style-type: none"> <li>4 seasons</li> <li>Weather</li> <li>Day length</li> </ul>
<b>History</b>	<p>Can you name some similarities and differences between Victorian times and now?</p> <p>Explore what life was like in Victorian times and compare it to life now. (Events beyond living memory that are significant nationally or globally)</p>	<p>Can you describe some of the significant historical people and places in your locality?</p> <p>Recognise how our local area has changed over time and also research some local people. Have they had an impact on our area? (Significant historical events, people and places in their own locality)</p>	<p>Can you explain some of the ways Great Britain has changed over time?</p> <p>Explore the use and features of castles in Great Britain. Explore the seaside and Grace Darling - how has she shaped seaside safety? (The lives of significant individuals in the past who have contributed to national and international achievements, significant historical events, people and places in their own locality)</p>
<b>Geography</b>	<b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Human and physical features</li> </ul> <b>Geographical Skills</b> <p>Using aerial photos/plan perspectives</p> <ul style="list-style-type: none"> <li>Aerial photographs, maps and keys</li> <li>Devising own maps and keys</li> </ul> <b>Directional/Locational skills</b> <ul style="list-style-type: none"> <li>Compass directions and directional language</li> <li>Describing routes on a map</li> </ul>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Hometown and home address</li> </ul> <b>Fieldwork Skills</b> <ul style="list-style-type: none"> <li>Human and physical features around school</li> <li>Observations on walk to Ashby</li> <li>Create a map of Ashby (with key)</li> <li>Map of farm with a key (trip)</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Compare with a different home country of member of class</li> </ul>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Name, locate and recognise the characteristics of the 4 countries of the U.K. and their capital cities</li> <li>Name and locate the surrounding seas of the U.K. and identify the nearest seaside town</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Human and physical features of the seaside</li> </ul>
<b>Art and Design</b>	<b>Drawing Toys</b>	<b>Sculptures</b>	<b>Seascape Pictures</b>

	<ul style="list-style-type: none"> <li>• Kelley Bochman Smith</li> <li>• Michelle Waldele</li> <li>• Line drawing</li> <li>• Still life drawing</li> <li>• Using charcoal and oil pastel</li> <li>• Smudging/blending techniques</li> </ul>		<ul style="list-style-type: none"> <li>• Andy Goldsworthy</li> <li>• Sculpture</li> <li>• Moulding</li> <li>• Using tools</li> <li>• Using clay to model</li> </ul>		<ul style="list-style-type: none"> <li>• Eugene Boudin</li> <li>• Colour mixing</li> <li>• Using materials and texture in art</li> <li>• Using patterns</li> </ul>	
<b>Design and Technology</b>	<b>Making a vehicle</b> <ul style="list-style-type: none"> <li>• Mechanisms- moving vehicle with a wheeled mechanism</li> </ul>		<b>Making soup/stew</b> <ul style="list-style-type: none"> <li>• Food - where vegetables are grown and come from</li> <li>• Preparing vegetables for making soup/stew</li> </ul>		<b>Making a castle</b> <ul style="list-style-type: none"> <li>• Structures - making castles using recyclable materials</li> <li>• Making structures stronger, stiffer and more stable.</li> </ul>	
<b>Computing</b>	Online Safety and Exploring Purple Mash  Effective Searching	Bebots Giving instruction.  Writing a program. Debugging a program.	ESafety Day Online Safety  Animated Story Book	Animated Story Book  Making Music	Unplugged- Barefoot Spreadsheets	Spreadsheets  Pictograms  Presenting Ideas
<b>MFL French</b>	<b>Greetings</b> - Hello and goodbye in French, Polish and Spanish <b>Number</b> - Numbers 1-10 in French, Polish and Spanish <b>Songs, Rhyme, Stories</b> - To be able to sing Frère Jacques To be able to join in with the singing of Happy Birthday in Polish					
<b>Music</b>	<i>Hey You!</i> <i>(1 A1)</i> Hip Hop  Introducing Beat How can we make friends when we sing together?	<i>Your Imagination</i> <i>(1 Su 1)</i> Film, Pop, Musicals  Focus on Dynamics and Tempo How does music teach us about the past? Christmas	<i>In the Groove</i> <i>(1 Sp1)</i> Blues, Latin, Folk, Funk (Baroque and Bhangra)  Introducing Tempo and Dynamics How does music make the world a	<i>Round and Round</i> <i>(1 Sp2)</i> Latin Bossa, Nova and Fusion, Film, Big Band, Jazz  Combining Pulse, Rhythm and Pitch How does Music help us to	<i>I Wanna be in a Rock Band</i> <i>(2 Sp1)</i> Rock Mid 20th Century  Having Fun with improvisation What songs can help us to sing	<b>Mid 20th Century Music Period Study.</b> <b>(See MTP)</b>  Explore Sound and Create a Story How does music teach us about looking after our planet?

		songs/preparation for the carol service - <i>Charanga Sing</i> - Christmas	better place?	understand our neighbours?	through the day?	
PE	Dance Team Building	Fundamentals Sending and Receiving	Gymnastics Fitness	Yoga Net and Wall	Invasion Target Games	Athletics Striking and Fielding
PSHE/RSE	<b>Being Me in My World</b> -Hopes and fears for the year -Rights and responsibilities -Rewards and consequences -Safe and fair learning environment -Valuing contributions -Choices -Recognising feelings	<b>Celebrating Difference</b> -Assumptions and stereotypes about gender -Understanding bullying -Standing up for self and others -Making new friends -Gender diversity -Celebrating difference and remaining friends	<b>Dreams and Goals</b> -Achieving realistic goals -Perseverance -Learning strengths -Learning with others -Group co-operation -Contributing to and sharing success	<b>Relationships</b> -Different types of family -Physical contact boundaries -Friendship and conflict -Secrets -Trust and appreciation -Expressing appreciation for special relationships	<b>RSE Life to the Full</b>	<b>RSE Life to the Full</b>