

**Davyhulme Primary School**  
**Year 1/2**  
**Long Term Planning 2022-2023**

<b>Year 1/2</b> ( <b>Year 1</b> <b>Year 2</b> )	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer2</b>
<b>Novel</b>	The Queen's Hat by Steve Antony	The Dark by Lemony Snicket	The Tear Thief by Carol Ann Duffy	The Secret of Black Rock by Joe Todd Stanton	Mad About Minibeasts! By Giles Andreae	Leon and the Place Between by Angela McAllister  Meerkat Mail by Emily Gravett
<b>Class Novel</b>	Selection of Michael Rosen poetry	The Giraffe and the Pelly and Me: Roald Dahl The Christmasaurus: Tom Fletcher	Carol Ann Duffy: The Lost Happy Endings, Underwater Farmyard	This Morning I Met a Whale: Michael Morpurgo	Anthony Brown: Into the forest, Voices in the park, The Tunnel, Silly Billy	Wolves: Emily Gravett The Twits: Roald Dahl
<b>Value</b>	<b>AMBITIOUS</b>	<b>AMBITIOUS</b>	<b>CARING</b>	<b>CARING</b>	<b>COLLABORATIVE</b>	<b>COURAGEOUS</b>
	Hope/Commitment	Determination	Kindness/Happiness	Love	Unity/Understanding /Responsibility	Perseverance/Humility
<b>Mathematics</b> (White Rose Maths)	Number: Place Value Addition and Subtraction	<b>Number:</b> Addition and subtraction <b>Geometry:</b> 2D/3D Shape <b>Number:</b> Addition and Subtraction <b>Measurement:</b> Money <b>Number:</b> Multiplication	<b>Number:</b> Addition and Subtraction to 20 Numbers to 50 <b>Number:</b> Division <b>Statistics:</b> Tally charts, block graphs and pictograms	<b>Measures:</b> length and height Weight and volume <b>Geometry:</b> Properties of Shape <b>Number:</b> Fractions <b>Measurement:</b> Length and height Consolidation week.	<b>Number:</b> Multiplication and Division Fractions <b>Geometry:</b> Position and direction <b>Problem solving and efficient methods</b> <b>Measurement:</b> Time	<b>Position and direction</b> <b>Number:</b> Numbers to 100 <b>Measurement:</b> Time Money <b>Measurement:</b> Mass, capacity and temperature Investigations
<b>English</b> (Writing)	Noun phrases Descriptive writing Effective sentence writing	Instruction writing Poetry Story writing	Writing a letter Character description	Poetry writing Newspaper recount	Information Texts Write a non-chronological report Poetry Writing	Descriptive writing Writing a postcard

<p><b>Science</b></p>	<p>Animals, including Humans: The Human body Senses</p> <p>Living things and Habitats</p>	<p>Every day Materials: Objects and Materials Identify and Name Compare and Group</p> <p>Living things and Habitats</p>	<p>Animals, including Humans: Name and Identify Common Animals Carnivores, Herbivores &amp; Omnivores</p> <p>Everyday Materials and alternative uses for materials</p>	<p>Animals, including Humans: Name and Identify Common Animals Carnivores, Herbivores &amp; Omnivores Plants</p>	<p>Plants Animals, including Humans: Name and Identify Common Animals</p> <p>Plants</p>	<p>Seasons Changes Observe and describe weather Animals</p> <p>Animals, including humans</p>
<p><b>Geography</b></p>	<p><b>The geography of school buildings and grounds-</b> Where can the Naughty Bus take us around school and our grounds?</p> <p><b>UK-</b> Where does the Queen visit in the UK? (4 Countries, capital cities and seas)</p>		<p><b>The Local area-</b> What is our local area like?</p> <p><b>The 7 Continents and 5 Oceans of the World-</b> What are the seven continents and five oceans of the world?</p>		<p><b>Small local comparison-</b> How are our local area and Pointe-a-Pierre (in Trinidad) the same and different?</p> <p><b>Poles Apart-</b> Weather/ Continents/ Seas- UK</p>	
<p><b>History</b></p>	<p><b>Events Beyond Living Memory-</b> The Great Fire of London, The Gunpowder and Remembrance Day</p>		<p><b>Changes within memory-</b> How has shopping changed within living memory?</p> <p><b>The 7 Continents and 5 Oceans of the World-</b> What are the seven continents and five oceans of the world?</p>		<p><b>Significant historical events, people and places in our local area-</b> Who or what is important in our local area's history?</p>	
<p><b>Art: Skills and Techniques</b></p>	<p><b>Drawing and Sketchbooks</b></p>	<p><b>Print, collage and colour</b></p>	<p><b>Working in three dimensions</b></p>	<p><b>Paint, surface and surface</b></p>	<p><b>Working in three dimension</b></p>	<p><b>Collaboration and community</b></p>

<p><b>Art: Activity</b></p>	<p><u>Spirals</u> Using drawing, collage and mark making to explore spirals. Introducing sketchbooks.</p> <p><u>Explore &amp; Draw</u> Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</p>	<p><u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p><u>Exploring the World Through Mono Print</u> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>	<p><u>Playful Making</u> Exploring materials and intention through a playful approach.</p> <p><u>Be An Architect</u> Exploring architecture and creating architectural models.</p>	<p><u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art</p> <p><u>Expressive Painting</u> Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes.</p>	<p><u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p> <p><u>Stick Transformation Project</u> Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms.</p>	<p><u>Inspired by Flora &amp; Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display as a shared artwork.</p> <p><u>Music &amp; Art</u> Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make.</p>
<p><b>Art: Artist</b></p>	<p>Molly Haslund Rosie James, Alice Fox</p>	<p>Xgaoc'o X'are, Leonardo Di Vinci</p>	<p>Christo &amp; Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown &amp; Wayne Garrett  Hundertwasser, Zaha Hadid, Heatherwick Studios</p>	<p>Paul Klee, Emma Burleigh  Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p>	<p>Ernst Haekel, Hoang Tien Quyet, Pejac, John James Audubon  Chris Kenny</p>	<p>Eric Carle, Joseph Redoute, Jan Van Kessel  Kandinsky, Various "Projection Mapping" artists</p>
<p><b>Art: Materials</b></p>	<p>A2 newsprint, A2 cartridge or black paper, sugar paper (torn into squares), soft pencils, graphite sticks, chalk, handwriting pens, or graphite, sticks, coloured card, cardboard, recycled/scrap paper, elastic bands.</p>	<p>Ready mixed paints, large sheets of cardboard (maybe primed with white paint), brushes, trays, soft pencils, handwriting pens, chalk, flowers for observation, collected objects (shells, leaves, twigs etc), wax crayons, plasticine, ink pads, printing foam,</p>	<p>A3 Sugar paper, handwriting pens.  Construction Materials  Soft B pencils, coloured pencils, felt tip pens, handwriting pens,</p>	<p>Sketchbooks, A3 cartridge paper, watercolour paints, paintbrushes, coloured pencils.  Soft pencils, handwriting pens, a selection of 'found tools' such as old shoe</p>	<p>Sketchbooks, soft pencils, coloured pencils, handwriting pens, oil/chalk pastels, feathers, A2 cartridge, sugar paper, newsprint. Project 1: Rubbings-Small objects, wax crayons. Project 2: Drawing Fur (adapt to feathers) –</p>	<p>Sketchbooks, soft pencils, coloured pencils, oil/chalk pastels, handwriting pens, graphite, collage papers, A1 paper, water colour and/or ready mixed paint over sugar paper, brushes, scrap papers.</p>

	<p>Soft pencils, handwriting pens.</p> <p><b>Project 1:</b> Wax Resist Autumn Leaves – A3 cartridge paper, metallic wax crayons, brusho ink.</p> <p><b>Project 2:</b> Autumn Floor Drawings – Water colour, graphite, charcoal, soft B pencils, inks, A2 paper.</p>	<p>water soluble printing ink, small pieces of thick card, scrap sugar paper, glue, rollers.</p> <p>Soft pencils, oil pastels/wax crayons, handwriting pens, carbon paper, A3 cartridge paper, tracing paper.</p>		<p>brushes, string, wire, rags, thick strips of card, cardboard (for pallets), acrylic or ready mixed paint, a selection of bright still life objects eg plastic blocks, cups, balls, colourful mugs etc, cartridge paper.</p>	<p>Feathers, pastels, soft pencils.</p> <p>Corrugated card or foamboard, wire or paper clips, glue sticks.</p> <p>Roots and shoots materials such as a pebble, wire, tape, string, wool, paper, card, or other small found items and construction materials.</p> <p><b>Project 1:</b> Stick People – Sticks, string, wool, fabric scraps, tissue paper, glue.</p> <p><b>Project 2:</b> Tree house – Twigs, plant pots, newspaper, a stone, cardboard – brown corrugated card, coloured card, string, fabric, glue sticks, small pieces of wood (i.e. lolly sticks, coffee stirrers, match sticks etc) and other construction materials.</p> <p>Project 3: Twig Masks – Twigs, masking tape, coloured tissue paper, glue.</p>	<p>Soft B pencils, coloured pencils or pastels, handwriting pens.</p> <p><b>Project 1:</b> Paint an Imaginary Orchestra – Large (A1 or A2) cartridge paper or thin card, coloured paper, foil or metallic paper, marker pens, scissors, tape, paint, brushes.</p> <p><b>Project 2:</b> Making Musical Instruments – cardboard, wood, buttons, lids, shells, string, ribbons and other construction materials.</p>
<b>Design Technology</b>		Puppets Calendar design and making	Fruit kebab making	Kite/wind sock making – link to weather topic	Moving Pictures Pizza making – instructions writing	Vehicle Making
<b>Music</b> Charanga	Hey You! Hands, Feet, heart	Rhythm in the way we walk and Banana Rap	In the Groove I wanna play in a band	Round and Round Zootime	Your Imagination Friendship	Reflect, Rewind and Replay

		Ho, ho, ho				
<b>PE</b>	<p><b>Dance:</b> Streamers experiment moving in different ways</p> <p>Gymnastics: Skills 1 (moving around and using apparatus)</p> <p>MULTI-SKILLS GAMES FRIDAY</p>	<p><b>Dance:</b> BBC Radio experiment moving in different ways</p> <p>Dance: Great Fire of London</p> <p>MULTI-SKILLS GAMES FRIDAY</p>	<p><b>Gymnastics:</b> Travelling, balancing and apparatus</p> <p>Gymnastics: Stretching, curling and arching</p> <p>MULTI-SKILLS GAMES FRIDAY</p>	<p><b>Gymnastics:</b> Travelling, balancing and apparatus</p> <p>Gymnastics: Spinning, turning and twisting</p> <p>MULTI-SKILLS GAMES FRIDAY</p>	<p><b>Ball Skills:</b> Throwing and catching, develop balance, agility and co-ordination</p> <p>Athletics: Jumping and throwing</p> <p>MULTI-SKILLS GAMES FRIDAY</p>	<p><b>Ball skills:</b> Developing simple tactics for attacking and defending</p> <p>Athletics: Striking and fielding games</p> <p>MULTI-SKILLS GAMES FRIDAY</p>
<b>Computing</b> Purple Mash	<p><b>Unit 1.1 Online Safety</b> (Digital Literacy)</p> <p><b>Unit 2.1 Coding</b> 2Code (Computer Science)</p>	<p><b>Unit 1.2 Grouping &amp; Sorting</b> (Computer Science)</p> <p><b>Unit 1.3 Pictograms</b> 2Count (Information Technology)</p> <p><b>Unit 2.2 Online Safety</b> (Digital Literacy)</p>	<p><b>Unit 1.4 Lego Builders</b> (Computer Science)</p> <p><b>Unit 1.5 Maze Explorers</b> 2Go (Computer Science)</p> <p><b>Units 2.3 &amp; 2.4 Spreadsheets</b> 2Calculate (Information Technology)</p>	<p><b>Unit 1.6 Animated Story Books</b> 2Create A Story (Information Technology)</p> <p><b>Unit 2.5 Questioning</b> 2Question 2Investigate</p> <p><b>Unit 2.6 &amp; 2.7 Effective Searching</b> (Digital Literacy &amp; Information Technology)</p>	<p><b>Unit 1.7 Coding</b> 2Code (Computer Science)</p> <p><b>Unit 2.8 Creating Pictures</b> 2Paint A Picture (Information Technology)</p>	<p><b>Unit 1.8 Spreadsheets</b> 2Calculate (Information Technology)</p> <p><b>Unit 1.9 Technology outside school</b> (Digital Literacy)</p> <p><b>Unit 2.8 Making Music</b> 2Sequence (Information Technology)</p> <p><b>Unit 2.8 Presenting Ideas</b> (Information Technology)</p>
<b>PSHE</b> Jigsaw	<p><b>Being Me in the World</b> Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices. Recognising feelings.</p>	<p><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.</p>	<p><b>Dreams and Goals</b> Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success.</p>	<p><b>Healthy Me</b> Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food.</p>	<p><b>Relationships</b> Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.</p>	<p><b>Changing Me</b> Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness. Preparing for transition.</p>
Refer to Yr 1 and 2 Long Term Plans for detailed information.						
<b>RE</b> <b>Discovery RE</b>	<p>Does God want Christians to look after the world? Does completing Hajj make a person a better Muslim?</p>	<p>What gifts might Christians in my town have given to Jesus if he had been born here?</p>	<p>Was it always easy for Jesus to show friendship? Passover: How important is it for</p>	<p>Does going to a Mosque give Muslims a sense of belonging?</p>	<p>Is Shabbat important for Jewish children? How important is it to Christians that Jesus</p>	<p>Does prayer at regular intervals help a Muslim in everyday life?</p>

		Why do Christians believe God gave Jesus to the World?	Jewish people to do what God asks them to?	Are Rosh Hashanah and Yom Kippur important to Jewish children?	came back to life after crucifixion?	What is the best way for a Jew to show commitment to God?
<b>MFL</b>	<p>Conversational Spanish lessons on Fridays. Spanish vocabulary practice in Bear assemblies.</p> <p>Year 2 French club – Trafford Book Project, which links into and underpins the Key Stage 2 materials.</p> <p>Can I build up a bank of phrases, words and language in context, focusing on a book, song or poem? (Year 2 pupils to attend for one half-term)</p>					