

ORCHARD VALE COMMUNITY SCHOOL LONG TERM PLAN FOR YEAR 1 AND 2						
Term / Topic	Autumn Term (A) Space and Beyond	Spring Term (A) Under The Sea	Summer Term (A) Around The World In 80 Days	Autumn Term (B) Rainforests	Spring Term (B) Fire and Dragons	Summer Term (B) Mighty Mountains
History	<p>(H) Taught about the lives of significant individuals in the past who have contributed to national and international achievements. <i>(Neil Armstrong)</i></p> <p>Taught about events beyond living memory that are significant nationally or globally. <i>(Space Race, Moon Landing)</i></p>	<p>(L) Taught about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. <i>(C. Columbus, Wright Brothers)</i></p> <p>Taught about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life <i>(Titanic/ Boats new and old)</i></p>	<p>(L) Taught about significant historical events, people, and places in their own locality. <i>(Mr Rock- What is special about North Devon)</i></p> <p><i>(Local economy now and then of Barnstaple)</i></p>	<p>(L) Taught about changes within living memory, where appropriate, these should be used to reveal aspects if change in national life.</p> <p><i>(Destruction of Rainforests and deforestation; levels of endangered animals across different continents-Eng)</i></p>	<p>(H) Taught about events beyond living memory that are significant nationally or globally. Events commemorated through festivals or anniversaries. <i>(The Great Fire of London)</i></p> <p><i>(Chinese New Year)</i> <i>Events commemorates through festivals and anniversaries.</i></p> <p>Taught about the lives of significant individuals in the past who have contributed to national and international achievements. <i>(Samuel Pepys)</i></p>	<p>(L) Taught about significant historical events, people, and places in their own locality. <i>(History of Barnstaple, changes)</i> <i>(Types of houses over time)</i> <i>(Comparisons with our locality Now and Then.)</i></p>
Geography	<p>(L) To use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. <i>(What can you see from Space looking down? Matching on maps/ globes.)</i></p> <p>To use simple compass directions (north, south, east, and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. <i>(Plot journeys)</i></p>	<p>(H) To name and locate the world’s 7 continents and 5 oceans.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to key physical features.</p>	<p>(H) To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <i>(Compare UK to other countries from around the world)</i></p>	<p>(H) To use simple compass directions (north, south, east, and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. <i>(Plot journeys/ adventures through the Rainforest/ Treasure hunts and co-ordinates.)</i></p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To name and locate the world’s 7 continents and 5 oceans. (Within English)</p>	<p>(L) To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use basic geographical vocabulary to refer to key physical features.</p>	<p>(G) 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.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>To use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
Science	<p><u>Everyday Materials (1)</u> <i>(Name and describe materials. Compare properties)</i></p> <p><u>Everyday Materials (2)</u> <i>(Materials and their uses, how to change materials)</i></p> <p><u>Seasonal changes (1)</u> <i>(Length of day, weather comparisons, Evergreen etc)</i></p> <p><u>Working Scientifically</u></p>	<p><u>Animals Including Humans (1) Extended</u> <i>Categorising types of animals. (Fish, Amphibian etc)</i> <i>(Carnivore, Herbivore etc)</i></p> <p><u>Animals Including Humans (2)</u> <i>(Growth, needs, life)</i> <i>(Diet and Healthy Foods etc)</i></p> <p><u>Living things and their habitats (2)</u> <i>(Living and dead, comparing habitats/ micro and suitability/ adaptation, food chains and sources of food)</i></p> <p><u>Working Scientifically</u></p>	<p><u>Plants (1)</u> <i>(Plant labelling and identifying wild and garden flowers)</i></p> <p><u>Plants (2)</u> <i>(Observing growth of beans and nasturtium)</i></p> <p><i>(Researching need of light, heat and water to survive- cress/ grass head investigation)</i></p> <p><u>Working Scientifically</u></p>	<p><u>Living things and their habitats (2)</u> <i>(Living and dead, comparing habitats/ micro and suitability/ adaptation, food chains and sources of food)</i></p> <p><u>Animals Including Humans (1) Extended</u> <i>Categorising types of animals. (Fish, Amphibian etc)</i> <i>(Carnivore, Herbivore etc)</i></p> <p><u>Working Scientifically</u></p>	<p><u>Materials (1)</u> <i>(Name and describe materials. Compare properties)</i></p> <p><u>Materials (2)</u> <i>(Materials and their uses, how to change materials)</i></p> <p><u>Animals Including Humans (1) Extended</u> <i>Categorising types of animals. (Fish, Amphibian etc)</i> <i>(Carnivore, Herbivore etc)</i></p> <p><u>Working Scientifically</u></p>	<p><u>Plants (1)</u> <i>(Plant labelling and identifying wild and garden flowers)</i></p> <p><u>Plants (2)</u> <i>(Observing growth of beans and nasturtium)</i></p> <p><i>(Researching need of light, heat and water to survive- cress/ grass head investigation)</i></p> <p><u>Working Scientifically</u></p>
Art	<p>To use drawing, to develop and share their ideas, experiences, and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</p> <p>Artist: <i>Peter Thorpe</i></p>	<p>To use painting, to develop and share their ideas, experiences, and imagination.</p> <p>Artist: <i>Claude Monet</i></p>	<p>To use sculpture, to develop and share their ideas, experiences, and imagination.</p> <p>Artist: <i>Pablo Picasso, Antony Gormley</i> <i>Damien Hirst</i></p>	<p>To use drawing, to develop and share their ideas, experiences, and imagination.</p> <p>(Comparing art from different periods. Drawing techniques)</p> <p>Artist: <i>Henry Rousseau and Doug Hyde</i></p>	<p>To use painting, to develop and share their ideas, experiences, and imagination.</p> <p>Artist: <i>V. Van Gogh</i></p> <p><i>Drawing flowers from different perspective/ angle.</i></p>	<p>To use sculpture, to develop and share their ideas, experiences, and imagination.</p> <p>Artist: <i>Damien Hirst (Verity)</i></p>
DT	<p>Mechanisms Wheels and axles Design, make and evaluate.</p> <p>Children to make own Space crafts that can move on Mars.</p>	<p>Textiles Templates and joining techniques Design, make and evaluate.</p> <p>Children to join materials to create a raft. -Waterproof materials. -Floating materials</p>	<p>Structures Freestanding structures Design, make and evaluate.</p> <p>Children to create a sculpture using a variety of different materials; can they make a Barnstaple/ London Landmark?</p>	<p>Food Preparing fruit and vegetables Design, make and evaluate</p> <p>Cookery/ Nutrition -How to make a jam sandwich -Make a fruit salad</p>	<p>Mechanisms Sliders Design, make and evaluate.</p> <p>Great fire of London houses</p>	<p>Mechanisms Levers Design, make and evaluate.</p> <p>Famous explorer climbing a mountain.</p>

Computing	<p>Key Chain Computing: Technology around us (1) Digital Painting (1)</p> <p>IT Around us (2) Digital Photography (2)</p> <p>*To use google earth looking at local places of interest.</p>	<p>Key Chain Computing: Digital Writing (1) Grouping Data (1)</p> <p>Making Music (2) Pictograms (2)</p> <p>*To use simple search engines to research facts about an under the sea animal of choice.</p>	<p>Key Chain Computing: Moving Robots (1) Animation (1)</p> <p>Algorithms (2) Quizzes (2)</p> <p>*To take photos, print and create a poster about Forest school experiences.</p>	<p>Key Chain Computing: Technology around us (1) Digital Painting (1)</p> <p>IT Around us (2) Digital Photography (2)</p> <p>*To use 'images' to find pictures of endangered animals across the world.</p>	<p>Key Chain Computing: Digital Writing (1) Grouping Data (1)</p> <p>Making Music (2) Pictograms (2)</p> <p>*Navigate the Great fire of London games BBC.</p>	<p>Key Chain Computing: Moving Robots (1) Animation (1)</p> <p>Algorithms (2) Quizzes (2)</p> <p>*To find and locate mountain ranges using ICT equipment.</p>
RE	<p>What do Christians believe God is like? (1.1)</p> <p>Why does Christmas matter to Christians? (1.3)</p>	<p>What is the 'good news' Christians believe Jesus brings. (1.4)</p> <p>Why does Easter matter to Christians? (1.5)</p>	<p>Who is a Muslim and how do they live? (1.6 Double Unit)</p> <p>What does it mean to belong to a faith community? (1.10)</p>	<p>What do Christians say made the world? (1.2)</p> <p>Why does Christmas matter to Christians? (1.3)</p>	<p>How should we care for others and for the world, and why does it matter? (1.9)</p> <p>Why does Easter matter to Christians? (1.5)</p>	<p>Who is Jewish and how do they live? (1.7 Double Unit)</p> <p>What makes some places sacred to believers? (1.8)</p>
PSHE	<p>One decision:</p> <p>Unit 1: <i>Keeping/ staying safe</i></p>	<p>One decision:</p> <p>Unit 2: <i>Keeping/ staying healthy</i></p>	<p>One decision:</p> <p>Unit 3: <i>Relationships</i> Unit 6: <i>Computer Safety</i></p>	<p>One decision:</p> <p>Unit 4: <i>Being Responsible</i></p>	<p>One decision:</p> <p>Unit 5: <i>Feelings and Emotions</i></p>	<p>One decision:</p> <p>Unit 7: <i>Our World</i> Unit 8: Hazard Watch</p>
Music	<p>Charanga:</p> <p><u>(1) Hey You!</u> is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> <p><u>Ho! Ho! Ho! (2)</u> Christmas songs ready for performances.</p>	<p>Charanga:</p> <p><u>(1) In The Groove</u> is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles: Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p><u>Zoo Time (2)</u> The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Charanga:</p> <p><u>Your Imagination (1)</u> Composition and performance.</p> <p><u>Reflect, Rewind, Replay (2)</u> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	<p>Charanga:</p> <p><u>Hands, Feet, Heart (2)</u> A focus on the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p> <p><u>Rhythm in the way we walk. Banana Rap (1)</u> You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>Charanga:</p> <p><u>I want to play in a band (2)</u> You will learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p> <p><u>Round and Round (1)</u> The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Charanga:</p> <p><u>Friendship Song (2)</u> This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.</p> <p><u>Reflect, Rewind, Replay (1)</u> All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Citizenship						
Enrichment	<p>Space Dome Experience</p>	<p>Plymouth Aquarium Trip</p> <p>Rock Pooling at Westward Ho! (Rangers Experience.)</p> <p>Instow Beach visit</p> <p>RNLI Visit</p>	<p>RHS Rosemoor Trip</p> <p>Exploring the local woods.</p>	<p>Exmoor Zoo trip</p>	<p>Great Torrington Experience 1666</p> <p>Guildhall/ Treasure on Tour</p> <p>Firemen Visit (Fire Safety)</p>	<p>Rock and Rapids Climbing</p>
English links	<p>To write a non-fiction booklet based on planets of our Solar System.</p> <p>Newspaper reporting based on build up to moon landing.</p>	<p>To recall facts on the Titanic and to write a Newspaper report.</p> <p>To create a timeline of events sequencing the Titanic's last moments.</p>	<p>Leaflet celebrating Devon and its local attractions.</p>	<p>Non-Fiction writing based on rainforest animals.</p> <p>Poster sharing information on an 'endangered' animal.</p>	<p>To write a diary extract as if they were there the day the fire started.</p> <p>To create a timeline of events.</p>	<p>To write a recount of a famous explorer and his exploits.</p>