



Croft Infant School – Long Term Planning

| Key Stage One – Year 2 – Blue, Pink and Purple Class | | | | | | |
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| Growth Mindset | New Challenges - The Dot | | Learning from Mistakes - Rosie Revere, Engineer | | Resilience - After the Fall | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Themes | Let's Play! | | Location, Location, Location! | | The Great Outdoors! | |
| British Values | Rule of Law – need for school/class rules Democracy – vote for class treat (Star jar) Tolerance – all have different beliefs and faiths Mutual Respect – celebrate Diwali, Christmas | | Individual Liberty – individual vote for daily class story Democracy – Monarchy – UK link Mutual respect – fundraising for charity | | Rule of Law – know actions have consequences Mutual respect – transition to juniors – new school rules/expectations | |
| 'Hooks' 'WOWs' Enhancements | Alfreton War Memorial – Remembrance Day Fire Safety workshop St Martin's Christmas tree festival Havenswood – Forest School | | Alfreton Heritage Centre Katy- visitor from Age UK/other charity visitor Visit from Martin (Superbook) Visit to St Martin's Church - Easter Visit to DNA for cooking Havenswood – Forest School | | Alfreton Park visit Anna- Louise Pickering visit Road Safety workshop St Martin's flower festival Havenswood – Forest School | |
| Celebrations & Awareness Events | Harvest Bonfire Night Remembrance Day | Festivals of Light: Hanukkah Diwali Christmas Geography awareness week | Valentine's Day Pancake Day Chinese New Year World Book Day E-Safety Day | Mother's Day Easter | Father's Day | End of Year celebration/ presentation |
| Parental engagement | Macmillan Coffee Event | Christmas Fair/Craft morning? Parents Evening | Parents Evening | Easter Competition Cake Sale (fundraising for a charity) | Reports | Sports Day Summer Fair? Leavers assembly/event |
| English | Core text – Toys (NF) Dogger Traction Man Stubby The Three Little Wolves and the Big Bad Pig | | Core text – Lilly and the Snowman Flotsam Vlad and the Great Fire of London Here we are Meerkat Mail | | Core text – The Hodgeheg WOW said the Owl. Blackbird, blackbird what do you do? The owl who was afraid of the dark. The very hungry caterpillar. | |



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| | <p>On The Way Home What is Christmas Without Love?</p> | <p>Amelia Earhart The Smeds and the Smoos</p> | <p>The cautious caterpillar. Tidy The messy magpie ECO warriors Fantastic Mr Fox</p> |
| | <p>Enrichment texts – We are family (Families) Hair Love (BAME)</p> | <p>Enrichment texts – Gregory Cool (Cultural Diversity) Rescue & Jessica (Physical Disabilities)- link to Guide Dogs</p> | <p>Enrichment texts – Max the Champion (Medical) The Cookie (Medical)</p> |
| | <p>Poetry & rhymes – Diamantes Poems</p> | <p>Poetry & rhymes – Haiku Poems</p> | <p>Poetry & rhymes – Free Verse</p> |
| | <p>Writing: Transcription</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Writing: Handwriting & Presentation</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another | <p>Writing: Transcription</p> <ul style="list-style-type: none"> • learning to spell common exception words • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ful, –less, –ly <p>Writing: Handwriting & Presentation</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Writing: Composition</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • winter diamante poems | <p>Writing: Transcription</p> <ul style="list-style-type: none"> • learning to spell common exception words • learning the possessive apostrophe • add suffixes to spell longer words, including –ment, –ness <p>Writing: Handwriting & Presentation</p> <ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Writing: Composition</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events- recount of school trip • writing poetry (owl poems) • writing for different purposes (Poster to advertise art exhibition/ animal, tree, |



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| | <ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. <p>Writing: Composition</p> <ul style="list-style-type: none"> writing about real events writing poetry (nursery rhymes- games) apple word poems- wordle writing for different purposes (letter to Santa, Yayoi Kusama or Walter Tull or John McAdam fact file) writing down ideas and/or key words, including new vocabulary <p>Writing: Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including full stops, capital letters. expanded noun phrases to describe and specify | | <ul style="list-style-type: none"> writing for different purposes (poster for fundraising, Robert Watchorn or Mother Teresa Fact file, postcard-Meercat Mail, Recipe/ instructions-pancakes, thank you Santa letter, diary-Samuel Pepys). planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Writing: Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including exclamation marks, question marks, commas for lists and apostrophes for contracted forms sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form co-ordination (using or, and, or but) | | <p>plant, Wangari Maathai, artist Fact file, Story)</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing: Vocabulary, Grammar & Punctuation:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including apostrophes for the possessive (singular) subordination (using when, if, that, or because) | |
| | Phonics – Bug Club phase 5 | Phonics – Bug Club phase 5 | Phonics – Bug Club phase 6 | Phonics – No Nonsense Spelling | Phonics – No Nonsense Spelling | Phonics – No Nonsense Spelling |
| Maths | <p><u>Place Value</u></p> <ul style="list-style-type: none"> I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward | | <p><u>Money</u></p> <ul style="list-style-type: none"> I can recognise and use symbols for pounds (£) and pence (p). I can combine amounts to make a particular value. | | <p><u>Fractions</u></p> <ul style="list-style-type: none"> I can recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity. | |



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| | <ul style="list-style-type: none"> I can read and write numbers to at least 100 in numerals and in words I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs I can recognise the place value of each digit in a two-digit number (tens and ones) I can identify, represent and estimate numbers using different representations, including the number line I can use place value and number facts to solve problems. <p><u>Addition & Subtraction</u></p> <ul style="list-style-type: none"> I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 I can add and subtract a two-digit number and ones numbers mentally. I can add and subtract a two digit number and tens. I can add and subtract two two-digit numbers. I can add three one digit numbers. I can add and subtract numbers using concrete objects and pictorial representations, including: <ul style="list-style-type: none"> -a two-digit number and ones -a two-digit number and tens -two two-digit numbers -adding three one-digit numbers I can recognise and use the inverse relationship between addition and subtraction and use this to check | <ul style="list-style-type: none"> I can find different combinations of coins that equal the same amounts of money. I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <p><u>Multiplication & Division</u></p> <ul style="list-style-type: none"> I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, I can recognise odd and even numbers. I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. I know that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. <p><u>Measurement</u></p> <ul style="list-style-type: none"> I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. | <ul style="list-style-type: none"> I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3. I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. <p><u>Time</u></p> <ul style="list-style-type: none"> I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. I can compare and sequence intervals of time. I know the number of minutes in an hour and the number of hours in a day. <p><u>Statistics</u></p> <ul style="list-style-type: none"> I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. I can ask and answer questions about totalling and comparing categorical data. <p><u>Position & Direction</u></p> <ul style="list-style-type: none"> I can order and arrange combinations of mathematical objects in patterns and sequences. I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). |
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| | <p>calculations and missing number problems</p> <ul style="list-style-type: none"> • I can solve problems with addition and subtraction • I can use concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • I know that addition of two numbers can be done in any order (commutative). • I know that subtraction of one number from another cannot. <p><u>Shape</u></p> <ul style="list-style-type: none"> • I can compare and sort common 2-D shapes and everyday objects. • I can compare and sort common 3-D shapes and everyday objects. • I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] | | |
| Science | <u>Animals, including humans</u> | <u>Living things and their habitats.</u> | <u>Living things and their habitats.</u> |



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| | <ul style="list-style-type: none"> - <i>To notice that animals, including humans, have offspring which grow into adults (Human life cycle- link to Autumn History-toys. Covered again in PHRSE Summer term).</i> <p>To know:</p> <ul style="list-style-type: none"> -I can describe the life cycle process of a human from baby/ toddler/ child/ teenager/ adult/ elderly. -I can describe activities/ toys appropriate for each stage in the life cycle. <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> - <i>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> - <i>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i> (properties and suitability- link to history- toys) <p>To know:</p> <ul style="list-style-type: none"> ✓ I can explain why a certain material is un/suitable for a job (eg windows are made of glass because they are transparent). ✓ I can compare how some materials can be altered by squashing, bending, twisting and stretching, and other cannot. ✓ I know that certain materials are un/suitable for different purposes. ✓ I can identify materials that are transparent, translucent, opaque, flexible. ✓ I can compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | <ul style="list-style-type: none"> - <i>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</i> - <i>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</i> - <i>I can identify and name a variety of plants and animals in their habitats, including microhabitats (beach/ rock pool).</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can name an object that is living. ✓ I can name an object that is dead. ✓ I can name an object that has never been alive. ✓ I can say what is the same about objects that are living, dead and have never been alive. ✓ That animals adapt to the habitats they live in (rock-pool- beach) ✓ To know how animals have adapted to different habitats (eg- To know that a starfish adapts by growing a new leg if eaten). ✓ I know that a habitat is a place in which an animal lives. ✓ I can name and describe different habitats (woodland, desert, jungle etc). ✓ I know that a micro-habitat is a smaller habitat within a larger habitat. ✓ <p><u>Plants</u></p> | <ul style="list-style-type: none"> - <i>I can identify and name a variety of plants and animals in their habitats, including microhabitats (woodland / tree/ log)</i> - <i>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that an animal that eats another animal is a predator. ✓ I know that animals that are eaten by others are prey. ✓ I can understand how energy is transferred along a food chain. ✓ I can give an example of a food chain (grass> eaten by rabbit> eaten by fox) ✓ I can name some native British trees (silver birch, yew, hawthorn). ✓ I know that a micro-habitat is a smaller habitat within a larger habitat <p><u>Animals including humans:</u></p> <ul style="list-style-type: none"> -<i>to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> -<i>to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can describe how to keep my body clean. ✓ I can name different types of exercise to keep my body healthy. ✓ I can explain why I need to exercise. |
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| | <p><u>Engineer- John McAdam (history link)</u> -I know that an engineer is an inventor -I know that John McAdam was an engineer - I know why John McAdam’s work is important to us today.</p> <p><i>(Plant bulbs ready for Spring).</i></p> | <ul style="list-style-type: none"> - <i>To observe and describe how seeds and bulbs grow into mature plants</i> - <i>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can describe how a plant grows from a seed into a fully grown plant. ✓ I can name the different parts of a plant as it grows, including root, shoot, stem and leaf. ✓ I can observe how a plant grows from a seed into a fully grown plant, over several weeks. ✓ I can collect data of my seed as it grows into a plant over several weeks. ✓ I can name some garden flowers (pansy, crocus, snowdrop) ✓ I can name some wild flowers (elderflower, clover, cow parsley, bluebell, rhododendron) <p>(link to St Martin’s Church flower festival?)</p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> - <i>To notice that animals, have offspring which grow into adults</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can describe the life cycle process from egg/ chick/ chicken. ✓ I can watch the life cycle process from egg to chick over time. | <ul style="list-style-type: none"> ✓ I can describe how my body changes during exercise. ✓ I can explain why I need to exercise. ✓ I know it is important to eat different types of food to keep my body healthy. ✓ (ongoing- taught through PE sessions). ✓ I know the balance of the different food groups to stay healthy (protein, carbohydrates, dairy, fats, vegetables and fruit). ✓ I can describe basic human survival needs (Food, Water, Shelter). |
| Geography | <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - <i>name and locate the world’s seven continents and five oceans.</i> | <p><u>Locational knowledge</u></p> | <p><u>Geographical skills & fieldwork</u></p> <ul style="list-style-type: none"> - <i>use world maps, atlases and globes to identify the United Kingdom and its countries, as well</i> |



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| | <p>To know:</p> <ul style="list-style-type: none"> ✓ I can name and locate the 7 continents. ✓ I can name and locate the 5 oceans. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> – <i>identify seasonal and daily weather patterns in the United Kingdom</i> ✓ I can describe what the weather is like today. ✓ I can record the weather on a class calendar. ✓ I can say what season it is. | <ul style="list-style-type: none"> – <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (link to London)</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can name the countries and capital cities that make up the UK <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> – <i>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. (Japan linked to previous term artist focus Yayoi Kusama)</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can describe some things that are similar between the UK and Japan. ✓ I can describe some things that are different between the UK and Japan. ✓ I know that Japan is in the continent of Asia. ✓ I can locate Japan on a world map. <p><u>Human & Physical Geography</u></p> <ul style="list-style-type: none"> – <i>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</i> – <i>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</i> | <p><i>as the countries, continents and oceans studied at this key stage</i></p> <ul style="list-style-type: none"> – <i>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> – <i>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</i> – <i>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.</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know which way is north, east, south and west. ✓ I know which way is right/ left. ✓ I know how to use a compass. ✓ I can use positional language such as near and far. ✓ I can use my knowledge of directions to describe features and routes on a map. ✓ I can use aerial photographs to identify key areas of my town & school ✓ I know a compass is to help me find my way ✓ I know a compass has North, East, South, West and these are directions of travel ✓ I know an ariel photograph is taken from above. ✓ I know that a sketch map is a hand drawn map ✓ I know that a sketch map needs symbols ✓ I can draw a sketch map of school and the local area |
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| | | <p><i>river, soil, valley, vegetation, season and weather.</i></p> <ul style="list-style-type: none"> – <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that ‘coast’ is where the land meets the sea. ✓ I know that ‘beach’ is a sandy or pebbly area of the coast. ✓ I know that the ‘sea’ or ‘ocean’ is a very large area of salt water ✓ I know that a ‘harbour’ is a sheltered area where boats are kept. ✓ I know that a ‘city’ has a cathedral and is bigger than a town. ✓ I know that a town is smaller than a city but bigger than a village. ✓ I know that a village is smaller than a town. ✓ I know that a ‘forest’ has more trees than a woodland. ✓ I can describe what the weather is like today. ✓ I can record the weather on a class calendar. ✓ I can say what season it is. | <ul style="list-style-type: none"> ✓ I can label N, E, S, W on a compass on my sketch map <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> – <i>identify seasonal and daily weather patterns in the United Kingdom</i> ✓ I can describe what the weather is like today. ✓ I can record the weather on a class calendar. ✓ I can say what season it is. |
| History | <p><u>Changes within living memory</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can describe what toys are played with at different stages of life, including babies, children, teenagers and adults (cross curricular link to life cycles- science). ✓ I can compare the different toys that I have played with during my life (from baby, toddler, child). | <p><u>Events beyond living memory that are significant nationally or globally</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that the Great Fire of London started in 1666. ✓ I can explain how the fire started. ✓ I know why the fire spread. ✓ I know that London is the capital city of England. | <p><u>Significant individuals in the past who have contributed to national and international achievements</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that Wangari Maathai was born in 1940 in Kenya. ✓ I know that an environmentalist is a person who campaigns to protect the world. ✓ I know that Wangari Maathai was an environmentalist. |



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| | <ul style="list-style-type: none"> ✓ I can understand that the toys I play with now are different to the toys my parents/ grandparents played with when they were my age. ✓ I can use different sources to find out information from the past (Books/internet) <p><u>Events beyond living memory that are significant nationally or globally</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know what year WW1 started and ended. ✓ I know that the poppy is used as a symbol of remembrance because it grew in the battlefields after the war ended. ✓ I know that memorials are used around the world to remember the people that died in wars. ✓ I can talk about visiting Alfreton War memorial. ✓ I know that Walter Tull was the first black officer to lead white soldiers into battle. <p><u>Significant individuals in the past who have contributed to national and international achievements</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that King James I was the monarch during the Gunpowder plot ✓ I can order the events from the GP. ✓ I know who Guy Fawkes was. ✓ I can explain how the GP led to us celebrating Bonfire Night. ✓ I can compare James I to King Charles III. ✓ I know that a timeline shows important events. | <ul style="list-style-type: none"> ✓ I can locate London on a map of the UK (cross curricular link- geography). ✓ I can compare some similarities and differences between London in 1666 to London present day (houses, sanitation etc). <p><u>Significant historical events, people and places in their own locality</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that Robert Watchorn was born in 1859 in Alfreton. ✓ I know that Robert Watchorn died in 1944. ✓ I can explain why Robert Watchorn is an important person in Alfreton. ✓ I can talk about some of Robert Watchorn’s life and his achievements. | <ul style="list-style-type: none"> ✓ I know why Wangari Maathai is an important person. ✓ I know that Wangari Maathai was the first African woman to win the Nobel Peace Prize. ✓ I know that Wangari Maathai died in 2011. |
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| | <ul style="list-style-type: none"> ✓ I know that a timeline shows events in chronological order. ✓ I know that a timeline is ordered from the past to present day. <p>(John McAdam- materials- science link)</p> | | |
| <p>Art</p> | <p><u>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</u></p> <p><i>Yayoi Kusama</i> <i>To learn about who Yayoi Kusama is</i></p> <ul style="list-style-type: none"> • I can experiment with different materials to make marks • I can join in discussions about a famous artist’s work. • I can mimic the art of a famous artist <p><u>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</u></p> <p><i>To experiment with different techniques for creating Polka Dots</i></p> <ul style="list-style-type: none"> • I can experiment with different mediums to create a polka dot pattern. • I can use different tools to experiment when making polka dot patterns. • I can experiment with the kind of polka dot patterns they’re making. <p><u>To use a range of materials creatively to design and make products</u></p> <p><i>To recreate a piece of artwork using collage</i></p> <ul style="list-style-type: none"> • I can respond to a piece of artwork. | <p><u>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</u></p> <p>Drawing – Sketching, Grades of Pencils, Techniques Sketch of Robert Watchorn</p> <p>To know:</p> <ul style="list-style-type: none"> -the visual elements; line, shape, pattern and colour -Media that can be used to draw: crayons, pastels, felt tips, charcoal and ballpoint. - techniques to create different effects. <p><u>To use a range of materials creatively to design and make products</u></p> <p>Printing - Screen Printing Print own Flag of a country</p> <p>To know:</p> <ul style="list-style-type: none"> -Print using a variety of materials, objects and techniques -how to create a printing tile -Design patterns of increasing complexity and repetition. | <p><u>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</u></p> <p>3D Sculpture - Minibeasts</p> <p>To know:</p> <ul style="list-style-type: none"> -Manipulate materials to create a sculpture models. -Understand the safety and basic care of materials and tools. - construct and join recycled, natural and man-made materials confidently <p>Sculptor – Andy Goldsworthy -I know that Andy Goldsworthy is a sculptor. -I know that he creates using natural materials. -I can use his ideas to create my own design.</p> |



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| | <ul style="list-style-type: none">• I can use accurate cutting skills to cut out circles.• I can recreate a piece of artwork by a famous artist. <p><u>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</u> <i>To create a 3D form from clay using the rolling technique (Visit to the Pottery)</i></p> <ul style="list-style-type: none">• Can children comment on the shape and form of 3-D objects/sculptures.• I can use the rolling technique to manipulate clay to achieve the desired form• I can recreate the form of a pumpkin, inspired by Kusama’s sculptures. <p><i>To use paint to recreate a painting/sculpture in the style of Kusama</i></p> <ul style="list-style-type: none">• I can make observations about a piece of artwork’s colours and patterns.• I can make choices about the tools and techniques I use when painting.• I can recreate an effect using different sized dots. <p><u>To use a range of materials creatively to design and make products</u> Textiles – Poppy for Remembrance Day</p> <p>To know: -stitch, knot and cut safely using needle and scissors - use open woven fabric to create a cross stitch pattern /image. -know the words stitch, aida, needle, thread, embroider</p> | | |
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| Design and Technology | <p>Technical Knowledge –</p> <ul style="list-style-type: none"> – build structures, exploring how they can be made stronger, stiffer and more stable – explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <p>(lever, pivot, wheel, slider mechanisms).</p> <p>Design, Make and Evaluate –</p> <ul style="list-style-type: none"> – design purposeful, functional, appealing products for themselves and other users based on design criteria – generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology – select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] – select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>(Christmas card moving picture).</p> <p>To know:</p> <ul style="list-style-type: none"> ✓ To explore a range of mechanisms ✓ to use knowledge of mechanisms to create moving picture. | <p>Design, Make and Evaluate –</p> <ul style="list-style-type: none"> – design purposeful, functional, appealing products for themselves and other users based on design criteria – generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology – select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] – select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>To know:</p> <ul style="list-style-type: none"> -I can research ideas for my bag (google search) -I can design a range of ideas to meet the given criteria -I can use my prior knowledge to choose from a range of suitable tools, materials and components -I can evaluate my bag against the criteria and say what works well and what could work better. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> – use the basic principles of a healthy and varied diet to prepare dishes – understand where food comes from. ✓ I can describe the process of making bread. ✓ I know that milk comes from a cow. ✓ I know that eggs come from a chicken. | <p>Design, Make and Evaluate –</p> <ul style="list-style-type: none"> – design purposeful, functional, appealing products for themselves and other users based on design criteria – generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology – select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] – select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (animal home). <p>To know:</p> <ul style="list-style-type: none"> ✓ I can research ideas for my animal home (google search) ✓ I can design a range of ideas to meet the given criteria ✓ I can use my prior knowledge to choose from a range of suitable tools, materials and components ✓ I can use a range of equipment safely (hammers/ saws) ✓ I know how to adapt my home to make it stronger or more stable ✓ I can evaluate my animal home against the criteria and say what works well and what could work better. <p><i>Architect- George H Widdowes</i></p> |
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| | <ul style="list-style-type: none"> ✓ to choose from a range of tools, materials and components to make my moving picture. ✓ to know how to adapt my picture to make it stronger or more stable ✓ to evaluate my moving Christmas card | <ul style="list-style-type: none"> ✓ name a variety of kitchen equipment ✓ I can choose the appropriate tool from a range of equipment for a particular task (Pancakes/ Scones) | <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that an architect is a person who designs buildings ✓ I know that George H Widdowes was an architect ✓ I know that George H Widdowes built Croft Infant School <p>(cross curricular link to history).</p> | | | |
| <p>Music Kapow</p> | <p>Practise Harvest Songs</p> <p><u>West African call and response song</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ To know that dynamics can change the effect a sound has on the audience. ✓ To know that the long and short sounds of a spoken phrase can be | <p>Practise Christmas Songs</p> <p><u>Orchestral instruments</u></p> <ul style="list-style-type: none"> ✓ To know that musical instruments can be used to create 'real life' sound effects. ✓ To know that woodwind instruments, like flues, are played by blowing air into or across a mouthpiece. ✓ To know that stringed instruments, like violins, make a sound when their strings vibrate. | <p>Practise Easter Songs</p> <p><u>Musical me</u></p> <ul style="list-style-type: none"> ✓ To understand that 'melody' means a tune. ✓ To know that 'notation' means writing music down so that someone else can play it. ✓ To understand that 'accompaniment' can mean playing instruments along with a song. ✓ To understand that a melody is | <p><u>Dynamics, timbre, tempo and motifs</u></p> <ul style="list-style-type: none"> ✓ To know that a 'soundscape' is a landscape created using only sounds. ✓ To know that a composer is someone who creates music and writes it down. ✓ To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. | <p><u>On this island- folk music</u></p> <ul style="list-style-type: none"> ✓ To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. ✓ To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that | <p>Practise songs for Leavers / End of Year 2 assembly</p> <p><u>Myths and legends</u></p> <ul style="list-style-type: none"> ✓ I know that a graphic score can show a picture of the structure of music. ✓ To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. ✓ To know that 'Tintagel' is |



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| | <ul style="list-style-type: none">✓ represented by a rhythm.✓ To understand that structure means the organisation of sounds within music e.g. a chorus and verse pattern in a song.✓ To understand that the tempo of a musical phrase can be changed to achieve a different effect.✓ To understand that an instrument can be matched to an animal | <ul style="list-style-type: none">✓ To know that a brass instrument is played by vibrating your lips against the mouthpiece.✓ To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. | made up from high and low pitched notes played one after the other, making a tune. | | together make a piece of music. | an example of a 'symphonic poem' written by Arthur Bax in 1917. |
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| | noise based on its timbre. | | | | | |
| Computing | <p>Purple Mash - Unit 2.1 Coding</p> <ul style="list-style-type: none"> I can create a computer program using an algorithm. I can explain that an algorithm is a set of sequenced instructions. I can plan an algorithm that includes collision detection. I can predict what will happen when a block of code is run. I know what debugging means. I can debug simple programs. | <p>Purple Mash - Unit 2.3 Spreadsheets</p> <ul style="list-style-type: none"> I can use copying, cutting and pasting shortcuts in 2Calculate. I can use 2Calculate to solve a simple puzzle. I can add and edit data in a table layout. I can use the data to manually create a block graph. | <p>Purple Mash - Unit 2.2 Online Safety Unit</p> <ul style="list-style-type: none"> I know how to refine searches using the Search tool. I know about sharing more globally on the Internet. I can use Email as a communication tool using 2Respond. I know that information put online leaves a digital footprint or trail. Know the steps that can be taken to keep personal data and hardware secure. <p>Purple Mash - Unit 2.5 Effective Searching</p> <ul style="list-style-type: none"> I understand the vocabulary associated with the Internet and searching. I can create a poster/leaflet to help someone search for | <p>Purple Mash - Unit 2.4 Questioning</p> <ul style="list-style-type: none"> I can use yes/no questions to separate information. I can use 2Question (a binary tree) to answer questions. I can use the Search tool to find information. | <p>Purple Mash - Unit 2.6 Creating Pictures</p> <ul style="list-style-type: none"> I can explore 2Paint A Picture. I can look at the work of Impressionist artists and recreate them using the Impressionism template. To look at the work of pointillist artists such as Seurat and recreate pointillist art using the Pointillism template. To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and | <p>Purple Mash - Unit 2.8 Presenting Ideas</p> <ul style="list-style-type: none"> I can explore how a story can be presented in different ways. I can make a quiz about a story or class topic. I can make a fact file on a non-fiction topic. I can make a presentation to the class. |



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| | | | information on the Internet | | recreate it using the Patterns template. | |
| Physical Education – delivered by AVSSP coach | <u>Athletics</u> <ul style="list-style-type: none"> ✓ I can complete an obstacle course with control and agility ✓ I can master throwing techniques. | <u>Handball</u> <ul style="list-style-type: none"> ✓ I can master basic attacking and defending skills and use them in game-based activities. ✓ I can master throwing and catching skill accurately and consistently | <u>Dodgeball</u> <ul style="list-style-type: none"> ✓ I can master throwing and catching skill accurately and consistently. ✓ I can master basic attacking and defending skills and use them in game-based activities. | <u>Gymnastics</u> <ul style="list-style-type: none"> ✓ I can perform dances using simple movement patterns. ✓ I can access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. | <u>Football</u> <ul style="list-style-type: none"> ✓ I can master basic attacking and defending skills and use them in game-based activities. ✓ I can develop balance, agility and coordination skills. | <u>Striking and Fielding Games</u> <ul style="list-style-type: none"> ✓ I can master throwing and catching skill accurately and consistently. |
| | PSRHE | <u>Families and friendships</u> To know: <ul style="list-style-type: none"> ✓ I know how to make friends and what makes a good friendship. ✓ I know I or someone else feels lonely and what to do. ✓ I know how to solve arguments between friends. ✓ I know how to ask for help if a friendship is making me unhappy. ✓ I know how to listen to others and play and work together. <u>Safe relationships</u> | <u>Respecting ourselves and others</u> To know: <ul style="list-style-type: none"> ✓ I know how I am the same or different to others. ✓ I know how to listen to others and play and work cooperatively. ✓ I know how to talk about and share opinions on things that matter to me. <u>Belonging to a community</u> To know: <ul style="list-style-type: none"> ✓ I know how people and other living things have different needs and the responsibilities of caring for them. | <u>Physical health and mental wellbeing</u> To know: <ul style="list-style-type: none"> ✓ I know why sleep is important and the different ways to rest and relax. ✓ I know that medicines can help people to stay healthy. ✓ I know how to brush my teeth correctly and which food and drink support dental health. ✓ I know a range of ways to share feelings and words to describe feelings. ✓ I know things that help people feel good. ✓ I know how to calm myself down and change my mood when I don't feel good. | | |



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| | <p>To know:</p> <ul style="list-style-type: none"> ✓ I know how people may feel if they experience hurtful behaviour or bullying. ✓ I know that hurtful behaviour is not acceptable. ✓ I know how to report bullying and who I can trust to tell. ✓ I know that sometimes people may behave differently online. ✓ I know people online sometimes pretend to be someone they are not. ✓ I know the importance of not keeping secrets. ✓ I know how to resist pressure to do something I don't want to do. ✓ I know what to do if i feel unsafe or worried. ✓ I know who to ask for help and keep trying until I am heard. <p><u>Keeping safe</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know how to keep safe at home. ✓ I know that products in my house can be harmful if not used correctly. ✓ I know how to keep safe in familiar and unfamiliar environments. ✓ I know how to cross the road safely. ✓ I know whose job it is to help keep us safe. ✓ I know what to do if there is an accident and someone is hurt. ✓ I know how to get help in an emergency. | <ul style="list-style-type: none"> ✓ I know about the groups I belong to. ✓ I know about the different roles and responsibilities people have in my community. ✓ I know how I am the same and different to other people. <p><u>Media literacy and digital resilience</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know about the role of the internet in everyday life. ✓ I know that not everything online is true. | <ul style="list-style-type: none"> ✓ I know when I need help with my feelings. I know how to ask for help with my feelings. <p><u>Growing and changing</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know about change and loss and identify feelings to do with this. ✓ I know the names of my body part including vagina, penis, vulva and testicles. ✓ I know about growing and changing from young to old and how people's needs change. ✓ I know how to prepare to move to a new class. <p><u>Money and work</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know what money is and that money comes from different sources. ✓ I know that people make different choices about how to save and spend money. ✓ I know the different between needs and wants. ✓ I know that money needs to be looked after. ✓ I know that everyone has different strengths. ✓ I know that jobs help people to earn money to pay for things. |
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| <p>Religious Education</p> <p>(Derby Agreed Syllabus)</p> | <p><u>Who is Jewish and what do they believe?</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that the Torah is the Jewish Holy text. ✓ I know that a Synagogue is the Jewish holy building. ✓ I know that the Star of David is the symbol of Judaism. ✓ I can compare areas of Judaism and Christianity (eg Christians go to church and read the Bible and Jewish people go to a synagogue and read the Torah). | <p><u>How and why do we celebrate special and sacred times?</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that a celebration can include family, friends, food. ✓ I can identify a special time I celebrated. (birthday, wedding, christening) ✓ I know that Jewish people celebrate Hanukkah. ✓ I can describe what happens during the Jewish festival of Hanukkah. ✓ I can compare Hanukkah to Christmas and Diwali. (gifts, family, decorations) | <p><u>How should we care for others and the world and why does it matter?</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that Christians and Jewish people believe that God created the world. ✓ I can order the Jewish/ Christian story of Creation. ✓ I can describe ways that I can take care of my local area. ✓ I know that recycling means reusing. | <p><u>How and why do we celebrate special and sacred times?</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can describe why Christians celebrate Easter. ✓ I can describe how Christians celebrate Easter. ✓ I can compare the Christian celebrations of Easter/ Christmas to the Jewish celebrations of Hanukkah. | <p><u>What makes some places sacred?</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I can describe what holy/ sacred means. ✓ I know that it is important to show respect for other people’s precious or sacred belongings. ✓ I can name some features/ symbols/ objects inside a Jewish synagogue. ✓ I can describe the meaning of some features/ symbols/ objects inside a Jewish synagogue. ✓ I can compare some features/ symbols/ objects inside a Jewish synagogue to inside a Christian church. | <p><u>How can we learn from sacred books?</u></p> <p>To know:</p> <ul style="list-style-type: none"> ✓ I know that the Jewish Torah is part of the Tenakh. ✓ I can explain how the Jewish Torah is kept and used. ✓ I know that stories from holy texts have meanings. ✓ I can retell a story from the Tenakh. ✓ I can simply explain the meaning/ moral of the Jewish stories. ✓ I can compare stories from the Jewish Tenakh and the Christian Bible. ✓ I can make links between the messages within sacred texts and the way people live. |
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