

Cycle 2	Autumn Belonging	Spring Hope, Triumph and Heroes	Summer Change
Text Spine			
Mandatory Texts	The Bear and the Piano Voices in the Park Footpath Flowers The Great Fire of London Learning a rhyme to perform	Dragon Machine The Egg Tell Me a Dragon I Can Catch A Monster Bedtime - poem	Grandad's Island Pandora Tin Forest The Magic Finger Diary of A Killer Cat The Flower
	Galatians 3:28 There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.	Joshua 1:9 Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go."	Ecclesiastes 3.1 For everything there is a season, and a time for every matter under heaven.
Trips	Old Hall Gainsborough Burning their Tudor buildings	Lincoln Castle	Camp Newton Watching the clouds

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Overall theme and focus	Looking where we belong in the UK, especially the capital city as it is today in modern London. First historical look at London in the Great Fire of London. Trip to the Old Hall at Gainsborough.		Looking at how hope, triumph and heroes have defeated dragons and what we ourselves can help others overcome. Looking more literally at what heroes and monsters are in this key stage. What is a monster?		Looking at changes in plants and people- growth and aging, then in people and their circumstances.	
Courageous Advocacy Week – Agents for Change	As agents for change, children will think about children who are not as fortunate as them and who may not receive Christmas presents, they will take part in the Samaritan's Purse Shoe Box appeal. We will Organise and raise funds, buy toys and pack shoe boxes to send as many children a gift as possible.		Children will be learning about how they can be heroes to use their courage for courageous Advocacy. They will look at an issue in Lincoln and decide what can be done.		How can the children be change agents either look at helping elderly members of the local community or looking after local plants, planting trees or planting flowers for the local community. Children to decide based on current topics and local issues.	
Science	Year 1 Animals Animals that belong in the UK Children learn about classifying animals that live in their local environment. This also means they become familiar with the common species found and can identify and name and study them through the years. Children look at those animals that belong in our local habitat.	Year 1 Materials – especially thinking about building houses. Children look at Tudor houses and again think about the properties and use of materials. They consider where materials have come from and how they become different to what they are simply made of. Children will be determining properties as they work scientifically.	Year 1 science – Animals (can lead to trying to classify dragons) Due to the crucial information acquired in this unit for identifying and classifying animals all the way through the curriculum, children cover this content in both years of KS1. Historically we have found children lose this information, so the decision has been taken to repeat it in both years to aid retention. Children look in more detail at how the structure of an	Year 1 science Humans and senses Children will name the parts of their body and those parts of their boy associated with the senses. They will work scientifically to test their senses in a variety of ways to answers questions about their bodies and how they work. Children will look at seasonal change through the year.	Year 1 plants growing over time and through seasons Again, this is the time of year for planting. Children learn more about their local environment as they learn to classify plants including trees. They can use the plants they are growing to name the parts of a flowering plant. Children will look at seasonal change through the year.	Year 1 Seasonal change Children will have been observing change through each term, but will bring together their learning in this unit. They will also study the weather and how it can be measured and reported, using specialised equipment. They will link this heavily to geography. This topic, especially day length variation, is crucial for LKS2 geography about time

	Children will look at seasonal change through the year.	Children will look at seasonal change through the year.	animals can show what it is and what its diet may be. This is good preparation for LKS2. Children will look at seasonal change through the year.			zones and also UKS2 Earth and Space. Children will look at seasonal change through the year.
Geography	London, Baby! name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 Children will celebrate Lincolnshire day in school. Children learnt about very much belonging to Newton and their family in 'All About Me' in EYFS, now they learn how Newton and where they live is part of a whole country - England, which in fact is part of the United Kingdom! London is a theme through the geography curriculum at Newton, so this is a wonderful introduction as children learn what a capital is		Dragons' Eye View name and locate the world's seven continents and hot and cold areas of the world in relation to the Equator and the North and South Pole Imagine a dragon world to draw a map of. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 Children learn more about maps skills as they focus on aerial views. They consolidate and learn more about the continents and oceans in this topic as a 'Dragon's Eye View' using globes as well and thinking about what is different to a globe and a map and what the difference is between different representations. Children will think further on human and physical features		Does It Always Rain Cats and Dogs? identify seasonal and daily weather patterns in the United Kingdom. Children continue their learning from EYFS and their daily observations to understand the weather and seasonal change. This is heavily linked with the same topic in the science curriculum to really deepen children's understanding of the concepts of seasonal change. This time of year, the children should experience quite a range of weather with an element of unpredictability, so there should be lots of opportunity for discussion and geographical enquiry. This learning is crucial for later learning in LKS2 geography and later UKS2 Science. Children will learn about how to record the weather and will be making their own observations and records using fieldwork skills, various gauges and data loggers. They will begin to understand that certain weathers are more likely at certain times of year. They will also see how weather forecasters show what weather is being experienced using weather	

	and what that means. They focus on the human and physical features as a foundation to their learning but also find out more about the UK as a whole. Children learn about the four countries of the UK and gain an overall idea about them and name their capitals. This is another opportunity to learn the seas surrounding our island. Children will use lots of map skills here and learn how capital cities are denoted on a map ready for later learning. Children will also learn about the 'Great Fire of London' in history and see how cities and their human features change over time. They will build their own version of the Monument in London too. Children will celebrate Lincolnshire day in school. Children will observe the weather and seasonal change throughout the year. UK map: four countries, four capitals, seas around the UK	that can be seen on smaller scale maps of our local area and of the UK and will use their field work skills to create their own maps, comparing them to aerial views of the local area. Children may create their own maps to show a dragon world aerial view using lots of the features learned.	maps and creating their own. This will build a solid foundation for understanding climates in all geography work.
History	London's Burning! events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Timeline: Great Fire of London 1666. Children also create a small timeline offshoot to sequence the events of the Great Fire.	Castles significant historical events, people and places in their own locality Timeline: William the Conquer becomes king in the Norman conquest 1066, Lincoln castle built 1068, medieval period between 1066 and 1485. Children have seen the Old Hall and now see another primary source; Lincoln castle and	



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	Children will be looking at key historical vocabulary such as sources and dates in this unit as they make their first historical study of London. London is theme through history and other aspects of the curriculum. Children learn about this catastrophic event which altered the skyline of London. Children will also sequence and recount the major events of the fire. They will learn about different kinds of sources and how historians use sources to learn about the past. They will also be recreating the event as they set fire to their Tudor house they have built in D&T. Children visit Gainsborough Old Hall to see a Tudor building.	appreciate that a variety of things can be used as sources to learn about the past. They study castles and learn why they were needed. This is a good foundation for KS2 learning as children learn about several newcomers and invaders of the British shores. Children will study castles and some aspects of what life was like in medieval times. The medieval is the first period that the children learn about and mark on their timelines.	
Design & Technology	Tudor House Building strong stable model houses 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 evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable Medium: wood, card, paper.	War Machine Build a siege engine? (wheels and axels and levers) 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 evaluate their ideas and products against design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Plant, Grow, Eat Food using the plants they grew use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. Medium: food Food is covered each year in D & T as it is so important the children learn to live well. Children are growing plants in science this term and use them to make a healthy non-cook dish for a target person/audience. Children will tailor their recipe to suit their target audience. Children will conduct research on their target audience to determine exactly what they will create and what ingredients they will use to suit

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	Children build on their woodwork skills from EYFS and learn to measure and cut to create the wooden frame for their Tudor houses. They use card triangles to strengthen the joins. They then study the design and appearance of other Tudor building to make their house look like something that would have been burnt down in the 1666 great fire. They then set fire to their houses to recreate the events of the fire and see how the wooden frame houses spread the fire so quickly!		Medium: mostly wood but supplementary materials may be needed, such as string or leather for holding projectiles. Children are introduced to the Tinker cad software to start their software design journey. They use the software to design the war machine they want to build. As part of the castle learning they are doing, children will look at how some machines were used to try to knock castles down. They will look at catapults and trebuchets and how they use, wheels, axels and levers to allow movement and the transfer of forces. They will then use their learning in woodwork to create their own 'war machine'.		their audience and meet the brief. Children will have samples of existing products that can be bought to evaluate. Children will sample and conduct research on ingredients, finding out what their target audience prefer. They will sample various fruits, vegetables and cereals as they learn about the different food groups. Children can choose to make either Layered Rainbow Salad Pots or Healthy Veg patch Hummus.	
Computing Optional unit Optional unit 2.2 we are games testers	Switched On Online Safety – Unit 2 Children start each year with online safety learning, This is planned to ensure children are reminded each year and have the expectations established before starting any work online.	Switched on Computing Unit 2.5 We Are Animators Children can use technology to create animations.	Switched On Computing – Unit 2.4 We Are Safety Researchers Children deepen their understanding of being safe when using technology.	Switched on Computing – Unit 2.1 We Are Astronauts Children can explore space through technology.	Switched On Computing – Unit 2.6 We Are Zoologists Children use technology to learn more about animals.	Switched On Computing – Unit 2.3 We Are Photographers Learn To Code PB 1 – Activity 3 and 4 Children can use their skills in the environment at this time of year.
Art and Design	Monument		Castle Painters about the work of a range of artists, craft makers and designers, describing the		Botanicals	

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	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination – model on the Monument in London Materials: Clay Artists/ Deringers: Christopher Wren Children use clay in this unit to create their own version of 'The Monument' built to commemorate the Great Fire of London. They study the design of the existing monument and then create their own, learning clay techniques. This sets a good foundation for Architecture in London and Artists of Spain in KS2.		differences and similarities between different practices and disciplines, and making links to their own work. Explore Castles paintings Famous castle paintings study, compare and then paint their own after trip to Lincoln castle Materials: paint Artists: Saint Michael and the dragon – Raphael; Kidwelly Castle- Joseph Mallord William Turner; Hadleigh Castle - Constable; Lincoln Cathedral, from the Castle Moat - Peter De Wint Children look at a range of artists and how castles have been painted. They look at the colours and how they are used to create their own paintings of Lincoln Castle after they have visited. This is a great chance for children to look at colour mixing and colour choices.		to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Inspired by Tin Forest or Pandora – beautiful picture using different mediums to draw, pencil, charcoal, Materials: charcoal, pencil Artists: Ferdinand Bauer Modern: https://www.botanicalartandartists.com/ https://www.botanicalartandartists.com/design-and-composition-tips.html Children build on their observational drawings from EYFS and refine their skills, learning how to use sketching and shading to add details and texture to their drawings of plants they find in the local environment, inspired by great botanical artists of the past, such as Ferdinand Bauer who sailed on the HMS Investigator with Matthew Flinders, which comes up in KS1 Environment.	
PE						
Music	Our Bodies Year 1 and 2 Learning about belonging.	Nativity Children learn the Nativity story and songs used to tell it.	Animals – Year 2 Linked to science.		Weather year 1 and year 2 Linked to science and geography.	Seasons Year 1 and 2 Linked to science and geography.

		They take part and perform in the school production.				Children also take part and perform songs in the end of year production.
PSHE	Being me	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
RE	LAS KS1 Additional Thankfulness (including Christianity) 2/2 [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism] B1, B2 L1, L2, L3, L4a, L4b T1, T3 Christian Harvest Holi Harvest time in religious calendars. Different ways in which different religious people say thank you. (Make	Incarnation UC 1.3 (core) Why does Christmas matter to Christians? B1, B2 L2, L3, L4a, L4b T1, T3 Christmas in the Christian Calendar. Follows on from other religious festivals. Build on previous term by exploring why Christians would say thank you for Jesus.	LAS KS1 Additional Places of worship (including Christianity) 2/2 [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam] B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3	LAS KS1 Compulsory Being Human – Islam [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?] Follow on from how Muslims use Mosques and their impact on the community, how does the Qur'an guide Muslims to live their lives.	LAS KS1 Compulsory Community – Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?] B2 L2, L3, L4a, L4b T1, T3 Follows on from the teachings of the Qur'an, how do Muslims express their beliefs and what celebrations are important to them. Should coincide with Ramadan and Eid-Al-Fitr	LAS KS1 Compulsory Life Journey – Islam [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?] B2 L3, L4a, L4b T1, T3 How do Muslims mark their life journey and celebrate birth and show they belong? Children will have built up quite a foundation of understanding about Islam by now.

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	sure not to cover same knowledge content as Cycle 1)		Church Mosque Follow on from Nativity and performing the Nativity in the church, then discuss how places of worship are used in practise and their impact on the community. Muslim Mosques and Jewish Synagogues.			
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