 **BEARNES LONG TERM PLAN: EYFS, YEAR 1 AND YEAR 2**

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| **YEAR A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| EYFS | **Space** **Planets, stars, sun and moon.  Rockets and astronauts, role play, music and movement.  Making aliens.  Design what they would like on their planet.  Special times of the year.**  | **Carnival of Colour** **Guy Fawkes – Bonfire night, Diwali, Winter Festivals, seasons, colour mixing.**  | **Toy Story****Christmas gifts, favourite toys, toys of the past, designing toys, toys of the future**  | **Weather Experts****Seasons, weather patterns, seasonal change, clothing, reporters** | **Amazing Animals****Mini beasts, Aquatic animals, marine life and habitats including vegetation,**  | **Under the Sea****Shipwrecks, deep sea divers, submarines, fish, mermaids, Oceans and holidays, Google Maps** |
| SUGGESTEDENGLISH TEXTS | Aliens and their UnderpantsAliens love UnderpantsWhatever NextMarshmallows for MartiansMan on the Mood | The Black Books of ColoursThe Day the Crayons QuitRama & SitaPercy the Park KeeperAfter the Storm  | No-bot the RobotBlue KangarooThe Toy MuseumKipper’s ToyboxHarry & the DinosaursMonkey & MeRed Ted | How the Weather WorksGoing on a Bear HuntA Rainbow of my ownHow crayons saved the rainbow | Snail and the WhaleThe Hungry Very Caterpillar | Ash Dr K Fisher about animalsBarry The Fish with FingersRainbow Fish |
| SCIENCE | **Everyday materials** (Y1: distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties. | **Animals including humans** (Y1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.) |  | **Seasonal changes** (Y1: observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies. | **Living things and their habitats** (Y2: explore and compare the differences between things that are living, dead, and thingsthat have never been alive; identify and name a variety of plants and animals in their habitats, including micro-habitats) | **Animals including humans** (Y1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivores; describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) |
| TOPICS | **History**Significant individual   Neil Armstrong  **DT**Design, make and evaluate a structure to use from space travel. | **History**Significant individual Guy Fawkes and the History of Bonfire Night. **DT**Design, make and evaluate through Christmas cooking **Art**Colour and mixing: Diwali art **Music**Singing**Computing**Exploring multimedia | **History**Changes within living memory: Compare toys of the past **DT**Design, make and evaluate levers**Computing**Beebots (programming & algorithms) | **Geography**Weather patterns**Music**Experiment with tuned and untuned instruments | **Art**Pattern, texture, line, form, shape and space: Observational drawing **Music**Listen to live and recorded music**Computing**Technology in our lives | **Geography**Oceans and coastlines Key Physical features. Name and identify oceans and continents.**History**What holidays were like in the past. (Changes within living memory)**Art**Artist study: Andy Goldsworthy natural art/patterns**Computing**Handling Data |

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| **YEAR B** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| EYFS | **Super Me!****Transition, baseline****Interests, healthy eating, clothes, manners, classroom rules and expectations, our bodies, self - portraits** | **Winter****Polar habitats, penguins, polar bears, winter festivals, Christmas craft** | **Through the Keyhole…****Houses and homes, traditional tales, materials** | **Animal Adventures****Different animals, pets, nocturnal, safari, British, mini beasts etc and their habitats. Special times of the year. Growing and change.** | **Let’s Grow…****Plants and growing, seasonal exploration, lifecycles, farms, where our food comes from.** | **Pirates****Life at sea, pirate fun, role play, local pirates, seaside beach school, shells and fish, fun at the seaside** |
| ENGLISH TEXTS |  |  |  |  |  |  |
| SCIENCE | **Animals including humans** (Y2: notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival (water, food and air);describe the importance for humans of exercise, eating the right amounts of differenttypes of food, and hygiene. | **Living things and their habitats** (Y2: 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 | **Uses of everyday materials** (Y2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular used; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.) |  | **Plants** (Y1: identify and name a variety of common wild and garden plants, including deciduousand evergreen treesidentify and describe the basic structure of a variety of common flowering plants,including trees.) & **Plants** (Y2: describe how animals obtain their food from plants and other animals, using the ideaof a simple food chain, and identify and name different sources of food.) | **Living Things and Their Habitats** (Y2: describe how animals obtain their food from plants and other animals, using the ideaof a simple food chain, and identify and name different sources of food) |
| TOPIC | **Geography**Where does food come from? (Trade – how food moves around the world.)**DT**Design, make and evaluate smoothies.**Art**Arkimbolo fruit and veg faces. Fruit/veg observational drawing using a range of materials. | **Geography**Compare the physical geography of the UK to the polar regions. **DT**Design, make and evaluate textiles**Music**Singing**Computing**Multimedia  | **History**Great Fire of London  **Geography (human)**Homes around the world.  **Art**Sculpture: clay homes **Computing**Technology in our lives | **Geography**Maps and continents**Art**Colour; Observational drawing**Music**Experiment with tuned and untuned instruments**Computing**Handling Data | **Geography**Maps and plan of the school and the local area**Art**Study of an artist (painters): Vincent van Gogh & Yvonne Coomber | **History**Significant historical events: Drake’s Voyage, smuggling and the Golden Hind**Music**Listen to live and recorded music**Computing**Programming |