

Long Term Scheme of Learning

Key Stage One Year 2

2025-26



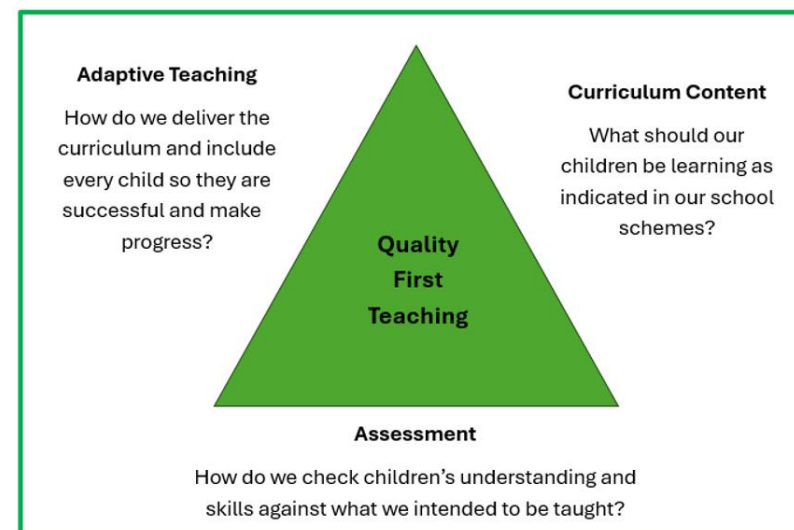
At Barley Fields Primary School, our **Curriculum Promise** is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.

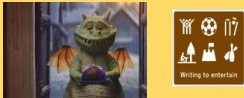
Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

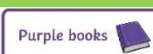
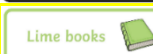
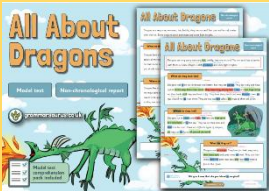
Subject content for each curriculum area is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.

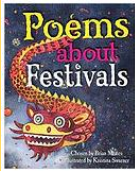
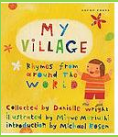
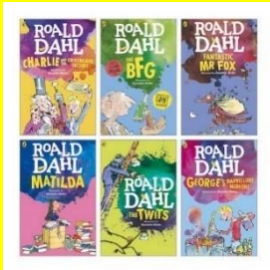
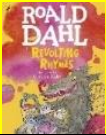
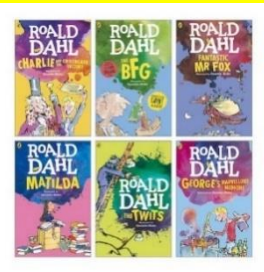
We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

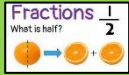
All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary. Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.

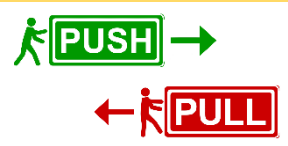
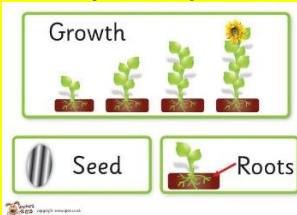


	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	Dragons  - Captions - Character description - Narrative recount of a familiar story - Setting Description - Letter	Living Things  - Sentence building units - Report - Information Poster - Blurbs - Poetry – Riddles Excitable Edgar  - Recount - Speech and thought bubbles	Fairy Tales  - Recount - Letters - Narrative – T4W - Setting Descriptions - Personal Recount	Peter Pan  - Character description - Setting description - Simple Instructions T4W - Personal Recount	Roald Dahl  - Biography - Character description - Recipe - Book review Poetry  Crocky Wock	Roald Dahl  - Letter - Newsletter - Recount - Postcard Poetry  Listening to and performing poetry (Spike Milligan)
	Listening to and performing poetry (Roald Dahl)					

English - Reading	 Group Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading
	Book Band Expectation  	Book Band Expectation  	Book Band Expectation  	Book Band Expectation  	Book Band Expectation  	Book Band Expectations  
	 Grammarsaurus Introduction to comprehension skills  All About Dragons Part 1 1a - Vocabulary and word meaning All About Dragons Part 2 1b - Retrieval All About Dragons Part 3 1d - Inference	 Animal Groups/Insects Village, town or a city/capital cities and countries of the UK A magical Christmas/The missing mince pie	 The Enormous Carrot/The macaroon Man Weather/Rain Changes in mobile phones/changes in toys  Grammarsaurus – Jack and the Beanstalk	 Legend of Nian/The bird king Castles through the ages/materials SATs  Smashers • Matching • Sequencing • Find and copy	 Visit Mexico/The United Kingdom I've seen a moose bake banana bread/my dog is not the smartest dog SATs  Smashers • True and false • Name two Retrieval	 The World/Look inside a castle Why does it rain/weather in the UK?  Grammarsaurus – Life at the beach
	Action Words Book 3 	Action Words Book 3 				

	Class Reader Dragon Texts from writing units The Boy Who Grew Dragons 	Class Reader The Owl Who was afraid of the dark 	Class Reader Various Fairy Tales and reading spine stories 	Class Reader Peter Pan 	Class Reader George's Marvellous Medicine 	Class Reader The Day the Crayons Quit The Day the Crayons Came Home Reading spine stories
	Fiction Poetry – Various poetry books	Fiction – Various stories about animals (class teacher choice) Poetry – Theme link 	 Fiction – Fairy Tales Poetry 	Fiction texts – linked to pirates  Poetry	Fiction texts – Roald Dahl  stories Poetry – Revolting rhymes 	Fiction texts – Roald Dahl Stories  Poetry 
	Non-fiction – Books linked to local area/maps etc (Geography link)  	Non-fiction – animals and their habitats (science link)  	Non-Fiction – People who help us books (PSHE link) 	Non-fiction – Captain James Cook and other explorers (History link) 	epic! Non-Fiction texts – Animals including humans (science link) 	epic! Non-fiction texts:  

			5. Problem solving with length  Number: Fractions - Exploring parts and wholes - What is a unit fraction - What is a non-unit fraction - Recognising and finding half - Recognising and finding quarters - Recognising and finding three quarters of shapes and amounts - Recognising and finding thirds - Beginning to understand equivalence in fractions (This block goes over Spring 1 and Spring 2)	4. Using the four operations in the context of Mass		
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Science	Forces Moving Things 	Living Things and Their Habitats Habitats and Diet 	Materials Exploring Everyday Materials 	Electricity How does it work? 	Animals Including Humans Growth and Survival 	Plants Ready, Steady, Grow 
	- How does it move? - How can I make an object move? - How does it work – the play park? - Movement Investigation – with ramps	- What is the difference between living, dead and never being alive? - What is a habitat? - How does a habitat suit the animal that lives there? - What is a microhabitat and who might live there? - What is a food chain?	- Can materials be sorted into groups? - What does it mean for materials to be natural and man-made? - How can a material change shape? - Why do we use metal and plastic? - The Three Little Pigs Houses - Investigation	- What things use electricity? - How do I stay safe around electricity? - What is a battery? - What is the difference between mains and battery power? - How do we make simple electrical circuits?	- Who is my baby and how are animal babies born? - How do humans change as they grow? (Human life cycle) - What do animals and humans need to survive? - How does exercise affect my body? - What is a balanced diet? - Hygiene how clean are your hands? Investigation	- What is the difference between seeds and bulbs? - Where can we find seeds? - Planting - Investigation - What is the life cycle of a plant? - How do seeds grow best? (investigation results).

Computing	Computer Science- Computing Systems and Networks IT Around Us 	Information Technology Creating Media 1 Digital Photography 	Information Technology Creating Media 2 Making Music 	Information Technology Data and Information Pictograms 	Computer Science Programming A Robot Algorithms 	Computer Science Programming B An Introduction to Quizzes 
	1. What Is IT?- In class lesson 2. What IT do we have in school? 3. How do we use IT in the World? 4. What are the Benefits of using IT? 5. How can we use information technology safely? 6. What choices can we make when using IT In different ways	1. How Can We Take a Photograph? iPad lesson 2. Making choices about orientation when taking photographs? 3. Making Careful Choices when taking a good photograph digitally 4. Can I improve my photographs with light? 5. How can use editing tools to change a photograph? 6. How can Photographs be changed? Is it real?	1. Can the computer make Music? 2. How can music be created? 3. How can I make changes to notes and tempo in digital music composition- 4. Can I compose music digitally for a purpose? 5. Can I make music?	1. How can we collect data in a Tally? 2. Entering data into a database 3. Can I create a pictogram using the computer 4. What is an Attribute? 5. Comparing people 6. Presenting data digitally-	1. How to give instructions?- 2. What happens when we change the order of instructions? 3. Can I make predictions by reading a set of instructions? 4. Creating and Using mats and routes - 5. Can I write an algorithm - 6. What is debugging?	1. Scratch Recap and Revisit 2. Joining Blocks to create a series an algorithm with an outcome 3. Joining Blocks to create a series an algorithm with an outcome 4. Can I create a programme using a given design? 5. Project Design – animation and algorithm- 6. Evaluating my Design Program-
Digital Literacy		 Self-image and identity	 Copyright and ownership	 Managing online information  Privacy and security	 Online bullying  Online relationships	 Online reputation  Health, well-being and lifestyle

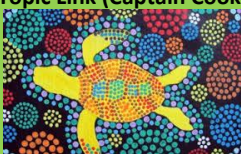
History	Festivals and Fawkes Historical Event -The Great Fire of London Historical Figure -Guy Fawkes 	Explorers Local Historical Figure: James Cook 	Seaside Holidays– Past and Present 
	- What happened during the Great Fire and how do we know? - Why did the Great Fire burn down so many houses? - How shall we rebuild London after the Great Fire? - Part 1 Who was Guy Fawkes and what did he do that makes us burn a guy on Bonfire Night? - Part 2 What went wrong with the Gunpowder Plot and how do we know? - How do we celebrate Bonfire Night?	- Who is Captain James Cook? Why is Captain Cook an important historical figure? - What was life like on a ship in Cook's time? (2 sessions) – One session is class trip to Stewart Park museum - Where/what did Captain Cook discover on his expeditions? - How did Captain Cook's actions help people? - What were the key events in Captain Cook's life?	- What was going to the seaside like 100 years ago? - Why did going on a seaside holiday become popular? - How have seaside holidays changed over time? - Visit to Saltburn – Local Victorian Seaside resort

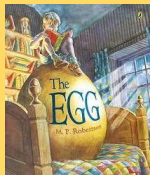
Geography	Awareness of Location and Place Around the World 	Location and Place - Contrasting Let's Visit Australia 	Locality	Location and Place Our seaside 
	- What do we know about the World map? - What are the oceans and continents of the World? - Can I locate the major countries of the world? - How does a compass work? - Can I map out a journey?	- Where in the world is Australia? - What is the climate and weather like in Australia? - What is the land like in Australia? - How do people live in Australia? - How does Australia compare to the UK?		- Where are our seashores? - What is the seaside like? Why do we like to go there? - What will I find at the Seaside? - What is it like in Saltburn? (Fieldwork) - How can we keep our beaches clean? How does plastic affect our oceans?

P.E.	 Games Developing Ball Skills (Hands) 1. Develop dribbling: Keeping possession 2. Develop passing and receiving: Keeping possession 3. Combine dribbling, passing and receiving, keeping possession 4. Develop dribbling to score a point 5. Develop passing and receiving to score a point. 6. Combine dribbling, passing and receiving to score a point	 Athletics Running/jumping in games 1. Explore Dodging 2. Develop Dodging 3. Apply Dodging: Explore Attacking to beat an opponent 4. Apply dodging in teams 5. Consolidate dodging Level 1 tournament	 Gymnastics Linking 1. Developing 'Linking' 2. Linking on apparatus 3. Jump, roll, balance sequences 4. Jump, roll, balance on apparatus 5. Creation of sequences 6. Completion of sequences and performance.	 Outdoor Adventurous Activity Developing Team Building and Co-operation. 1. Introduce teamwork: Inclusion 2. Develop teamwork 3. Building trust and developing communication 4. Cooperation and communication skills 5. Explore simple teamwork strategies 6. Problem solving: Consolidate teamwork skills	 Athletics Sports day 1. Consolidate jumping 2. Apply jumping into a game 3. Linking jumping 4. Explore jumping combinations 5. Develop jumping combinations 6. Jumping: Level 1 competition	 Games (Using Rackets, Bats & Balls) 1. Extend hitting the ball (with a racket) 2. Combine hitting a ball (with a racket) with accuracy and power 3. Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent 4. Introduce hitting (sending/striking) a ball into a space: 5. Striking (hitting) the ball (with a bat) with intent 6. Striking the ball (with a bat) into space
	Dance and Movement 	 Games Developing Ball Skills (Hands) 1. Develop children' application and understanding of underarm throwing 2. Consolidate children' application and understanding of underarm throwing 3. Applying the underarm throw to win a game 4. Applying the underarm throw to beat an opponent 5. Introduce overarm throwing: Applying overarm throwing to win a game.	 Games Developing Ball Skills (Feet) 1. Develop dribbling: Keeping possession 2. Develop passing and receiving: Keeping possession 3. Combine dribbling, passing and receiving, keeping possession 4. Develop dribbling to score a point 5. Combine dribbling, passing and receiving to score a point 6. Apply dribbling, passing and receiving as a team to score a point	 Dance and Movement 1. Introduction to dance actions and explore what a motif is. 2. Explore different ways of travel within Dance. 3. Combine travel and gesture. 4. Explore a variety of turns and jumps. 5. Develop an understanding of stillness. 6. Begin to develop a short motif incorporating taught dance actions. 7. Performance and peer assessment.	 Health Related Exercise (Exploring Components of Fitness) Teacher Led 1. Consolidate agility 2. Consolidate balancing: Explore balancing on apparatus 3. Introduce and explore coordination: Dribbling and kicking 4. Agility circuit: Part 2 5. Balance circuit: Part2. 6. Coordination circuit: Part 2	 Games Games for Understanding 1. Explore attacking principles through games. 2. Explore defending principles through games. 3. Explore the transition between attack and defence. 4. Discuss simple team attacking tactics. 5. Discuss simple team defending tactics. 6. Level 1 competition.

MFL	Seasons (Les Saisons) Early Language Unit 	Transport (Les Transports) Early Language Unit 	Animals (Les Animaux) Early Language Unit 
	- Can you name the 4 seasons in French? - What happens in winter? - What happens in spring? - What happens in summer? - What happens in autumn? - What is your favourite season and why?	- Can you say car and plane in French? - Can you say car, plane and boat in French? - Can you say car, plane, boat and bus in French? - Can you say car, plane, boat, bus and motorbike in French? - Can you say car, plane, boat, bus, motorbike and train in French? - Can you say car, plane, boat, bus, motorbike, train and lorry in French?	- Can you say and write rabbit, lion, duck, sheep and horse in French? - Can you say and write monkey, cow, mouse, pig and duck in French? - Can you say and write all 10 of the animals we have learnt in this unit so far? (consolidation lesson) - Can you spell all of the animal names we have learnt? - Can you say 'I am...' and give the name of an animal? - What have you learnt in the unit, Les Animaux?

Music	Hands, Feet, Heart	Christmas Performance	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
	 - Do you know the song Hands, Feet, Heart by Joanna Mangona? - Can you play alongside the song? - Can you improvise alongside the song? - Can you compose with the song? - Do you know the song 'You can call Me Al' by Paul Simon? Consolidation of composition of musical sections. - What have you been learning in this unit of work? Can you put on a performance?	 - What is a production? How will this production look different from your end of year production in Year 1? - How do we communicate thoughts and feelings of a character or songs? - What do you do if you lose your part? - How can we make sure that the audience can hear and understand us? - Look at your performance. What went well? What would you change? How could you improve it? - Are you ready to perform?	 - Do you know the song 'I Wanna Play in a Band' by Joanna Mangona? - Can you play alongside the song? - Can you improvise alongside the song? - Can you compose with the song? - Do you know the song 'Johnny B. Goode' by Chuck Berry? Consolidation of composition of musical sections. - What have you been learning in this unit of work? Can you put on a performance?	 - Do you know the song 'Zootime' by Joanna Mangona? - Can you play alongside the song? - Can you improvise alongside the song? - Can you compose with the song? - Do you know the song 'Feel Like Jumping' by Marcia Griffiths? Consolidation of composition of musical sections - What have you been learning in this unit of work? Can you put on a performance?	 - Do you know the song 'Friendship Song' by Joanna Mangona? - Can you play alongside the song? - Can you improvise alongside the song? - Can you compose with the song? - Do you know the song 'That's What Friends Are For?' Consolidation of composition of musical sections - What have you been learning in this unit of work? Can you put on a performance?	 - What is a production? How will this production look different from your end of year production in Year 1? - How do we communicate thoughts and feelings of a character or songs? - What do you do if you lose your part? - How can we make sure that the audience can hear and understand us? - Look at your performance. What went well? What would you change? How could you improve it? - Are you ready to perform?

Art & Design	Sparks and Flames Topic Link (Great Fire of London)	Aboriginal Art Topic Link (Captain Cook)	Paper Art Artist Study: Mondrian
	 - What is the difference between foreground and background? - Who is Rita Greer? - Can paint be used to create detail? - Does colour mixing create effect? - Can art capture emotion? - How are flames used for decoration?	 - What is aboriginal art? - Can symbols be used in art? - What is a dreamtime story? - Can I use pattern, colour and line to create art? - Can dots be art? - Does your art tell a story?	 - Is all paper the same? - What is a collage? - Can paper be used to represent an effect? - Who is Piet Mondrian? - What is a 3D paper sculpture? (Paper Art)

DT	Mechanisms WHEELS AND AXLES Vehicles 	Textiles Templates and Joining Puppets 	Food and Nutrition PREPARING FRUIT AND VEGETABLES Seaside Smoothie 
	- How do wheels make things move? - How can we attach wheels to create a moving vehicle? - How can I design a vehicle to transport my egg? - How can I make my vehicle? - What do I think about my vehicle now it is finished?	- What is a puppet? - How do I join materials – gluing and using a template? - How do I join materials – sewing techniques? - Can I design a Glove Puppet for a seaside show? - Can I make a puppet? - What was my puppet like?	- What are common seaside snacks? - Can I design a healthy fruit drink for the seaside? - Can I prepare fruits safely using different kitchen utensils? - Can I make a healthy fruit drink for the seaside? - What do I think of my fruit drink?

RE	Sacred Texts What is the Qur'an and why is it important? 	Festivals/Beliefs and Practices How and why do Christians celebrate Christmas? 	 Sacred Texts/ Belonging What is the Torah and why is it important?	Festivals/Beliefs and Practices What is the Last Supper and why is it important? 	Founders and Leaders What did Jesus leave behind? 	Founders and Leaders Who is Guru Nanak and why is he important? 
	- What is the Qur'an? - How do Muslims look after the Qur'an? - What is in the Qur'an? - How was the Qur'an written? - Why is the Qur'an important to Muslims?	- What and how do we celebrate? - What do we know about the Christmas story? - How do Christians celebrate Christmas? - How do Christians around the world celebrate Christmas? - How and why do Christians celebrate Christmas?	- What does sacred mean? - What is the Torah? - What language is the Torah written in? - What is inside the Torah? - Who was Moses and why is he special? - What is the Torah and why is it special?	- What happened at Easter? - What was Jesus like? - What is the last Supper? - How do Christians remember Jesus? - What is the Last Supper and why is it important?	- Who was Jesus? - What is a parable? - What did Jesus teach people? - What was the Sermon on the Mount? - Who were the disciples? - Why is Jesus important to Christians?	- Who are our special people? - Who was Guru Nanak? - Why is Guru Nanak important to Sikhs? - How do Sikhs celebrate Guru Nanak's birthday? - What did Guru Nanak teach Sikhs? - Why is Guru Nanak important to Sikhs?

PSHE	Health and Well Being - Think Positive 	Health and Well Being - Safety First 	Relationships - VIPs 	Relationships - Growing Up 	Living in the Wider World - Respecting Rights 	Living in the Wider World - One World 
	1. What do my feelings mean? 2. How can I manage my feelings? 3. What are my goals? 4. How can I learn from failure?	1. How can I stay safe online? 2. How can I stay safe on and near roads? 3. How do I use medicine safely?	1. Who is in my family? 2. What is physical contact? 3. How can we resolve conflict? 4. Who can I trust? 5. How can we show our special people that we care?	1. What changes are around me? 2. How do we change from young to old? 3. How does my body change as I grow? 4. How are our bodies different? 5. What is physical contact?	1. What are rights and what rights do all people share? 2. What are my rights as a child? 3. How can we show respect for the rights of others? 4. What are my rights and responsibilities at home?	1. Why are rules needed in our world? 2. How can I help look after the environment? 3. Who else looks after our environment? 4. Who looks after our community? 5. What makes our community different?
RSE	Are there differences between boys and girls? 	Male and Female Animals 				Naming Body Parts
	1. Introduce the concept of gender stereotypes 2. Identify differences between males and females	1. To explore some of the differences between males and females and to understand how this is part of the lifecycle			1. To recognise sexual differences and name body parts	