

Year 1-2 (Crowland and Regents) Long Term Plan Year B 2026-27

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Crowland/Regent/St James'/Westminster	Marvellous Me	Stop, Look and Listen	To Infinity and Beyond	Explorers	Food, Glorious Food	Sun, sea and sand
themes	Personal and family history, development of toys-events within and beyond living memory (History)	Local area geography, maps, road safety-key human features of the local area (Geography)	The space race, living in space, astronauts inc Neil Armstrong (the lives of significant individuals) (History)	Local and world history, significant individuals Ibn Battu and Matthew Flinders (History)	Local area, farming, where food comes from, seasonality, food miles, fork to plate aspects of human geography (Geography)	Sea animals, habitats, features of the coast, physical geography, comparisons with other coasts, plastic pollution (Geography)
Enquiry Questions	Year 1 Q1 What can children do at different ages? Q2 How do I complete a personal timeline? Q3 How am I different to my parents? Year 2 Q1 What happens to our bodies as we change from babies to children? Q2How can I show these changes on a timeline. Q3How am I the same and how am I different to my parents? Q4 How are my toys different to the toys my parents played with?	Year 1 Q1 What local places can I find on a street map? Q2 What can I see and hear in the local area? Q3 How do I plot my route to school on a local map? Q4 What types of houses do I pass on the way to school? Q5 How could I make Swineshead better? Year 2 Q1 What places can I find on a local map and on a map of Boston? Q2 How can I use the 4 main compass directions to follow a route? Q3What is different between a map and an aerial photograph? Q4 What employment is there in the local area? Q5 How can we improve the local area?	Year 1 Q1 why can we travel into space now when we couldn't a long time ago? Q2 Who was involved in the space race? Q3 What makes a good astronaut? Q4 Who were Yuri Gagarin and Neil Armstrong? Year 2 Q1 what allowed the space race to happen? Q2How do you become an astronaut? Q3 Can people live in space? Q4 Why are Neil Armstrong and Yuri Gagarin famous? Q5why was the moon landing so important?	Year 1 Q1 What are explorers? Q2 who was Ibn Battuta and what did he go? Q3 Who was Matthew Flinders and where did he go? Q4why do we still remember both of these explorers? Year 2 Q1 why do people become explorers? Q2 how do people have to adapt their lives when exploring? Q3 what do I know about Ibn Battuta and his life and travels? Q4 why is Matthew Flinders important in the local area? Q5what did he discover? Q6 how did he travel there?	Year 1 Q1 What different types of farms can we name (arable, livestock, dairy) Q2 What buildings would you find on a farm? Q3 What happens during the farming year? Year 2 Q1what happens on the different farm types? Q2 How does the activity on each type of farm change during the year? Q3 What crops are grown locally and why? Q4 Why are different farm types found in different areas of the UK (e.g., arable in Lincolnshire, animal rearing in the lake district?)	Year 1 Q1 Where are the oceans and continents? Q2 What are the features of the seaside? Q3 Why are the seas important to the UK? Q4 What is the seaside like in the UK and elsewhere? Q5 what is the beach like as a habitat? Q6What is a marine habitat? Year 2 Q1 What are the names of the five main oceans and seven continents? Q2 What are the names of the component parts of the United Kingdom? Q3 What does being an island mean for the UK? Q4 What are the similarities and differences between seaside habitats in the UK and the Caribbean? Q5 How important is the seaside as a habitat?

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Text based writing/ cross curricular links	The Girl at the front of the class Can I build another me? Marvellous Body	Bo, the Boston Stump Church Mouse The Lost property office Questions and answers about weather	<i>The marvellous Moon map Look Up!</i> Suzy orbit, astronaut	The Great explorer The Rainbow BEAR One day on our blue planet: in the outback	Where Does My food come from? Faruq and the wiri wiri Root. Stems. Leaves and flowers	Lighthouse keeper's Lunch The first Book of the sea In my mosque
Genres	Setting Descriptions-s	diaries	Setting Descriptions-	Poetry-acrostic	Instructions	Poetry-haiku
	Narrative retelling	Recount of events	Narrative retelling	Narrative retelling	Advert	Narrative retelling
		letter			Non-Chronological Report	
Science	Animals inc Humans- basic body parts and associated senses, how these organs work, what happens when they don't, skeletons	Seasons- the seasons and associated weathers, how this affects people's lives, seasons and weather across the world, measuring the weather.	Materials- difference between an object and a material, different properties, grouping by properties, new materials, key inventors	Plants- name a range of common garden and wild plants, basic structure of flowers, life cycle of plants, seed dispersal) conditions for growth	Y1 Animals inc Humans – Identify & name animals/identify animals that are carnivores, herbivores & omnivores/ Compare & describe the structure of a variety of animals Y2 Animals inc Humans – basic needs of animals, exercise & health, different food groups, balanced diets, germs & the need for cleanliness.	
Enquiry Questions	Year 1 Q1can we name all five senses? Q2 Can we see in the light and the dark? Q3 what does an optician do? Q4 How sensitive are our ears? Q5what do things taste like? Q6 can we only touch with our fingers? Year 2 Q1 What do we mean by "senses"? Q2 How do we see? Q3 what body part do we use to hear? Q4 can you sort objects by touch alone? Q5 how do we use all of our senses? Q6 what is a skeleton?	Year 1 Q1What are seasons? Q2 How does the weather change in different seasons? Q3what difference does the season make to the day length? Q4 what changes do we notice from autumn to winter? Q5 how much does it rain in our local area each day in autumn or winter? Year 2 Q1 which weather type is associated with each season? Q2 How does this affect our daily lives? Q2How does the day length vary across the year? Q3 How can we record rainfall data over a longer period?	Year 1 Q1 how many different materials can we name? (at a minimum-wood, plastic, glass, metal, rock) Q2 How can we describe a material using our senses? Q3 What properties of materials can we use to sort them (hard/soft, permeable/impermeable, flexible/rigid, float/sink) Q4 How can we test a material to sort by given properties? Year 2 Q1what do we mean by material? Q2 what is the difference between an object and the material? Q3 How can you describe a material? Q4 Can you sort an object by their properties (hard /soft, permeable/impermeable	Year 1 Q1 What are the functions of different parts of the flowers (flower, stem, roots, leaves) Q2 do all plants grow in the same places? Q3 How do wildflowers get there ? Q4 How do plants grow from bulbs and seeds? Q4 Are the trees in the school grounds deciduous or evergreen? Year 2 Q1 What is the difference between a plant and a tree? Q2 How does the structure of a tree compare to the structure of a flower? Q3 How many different common and wild plants and trees can I identify? Q4 Which of the trees I can identify are deciduous and which are evergreen?	Year 1 Q1 What are these common animals called? Q2 What are some common UK mammals, birds, fish and reptiles. Q3 What are amphibians? Q4 Do all animals eat the same food types? Year 2 Q 1 Why can't we keep all animals as pets? Q2 What are some similarities and differences between fish and amphibians? Q3 What do we mean by herbivore, carnivore and omnivore? Q4 How can we sort animals using different criteria? Q5 can the children identify the major bones (skull, tusks, pelvis, ribs, spine) in a range of animal groups?	

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		Q4 How do the different seasons affect what we can grow?	flexible /rigid, float/ sink, translucent/opaque, natural/man-made)			
Art/DT	ART Me, myself, I-self portraits	DT Mechanisms Making celebration cards	DT Textiles-making space alien puppets	ART Miro-Magical realism	ART Arcimboldo- pictures, fruit veg printing,	DT Structures-seascapes
	Q1 what is a portrait? Q2 Do we all draw or paint people the same way? Q3 What colour is happy? Q4 How can I make portrait with collage pieces? Q5 How many different mediums can I use to create a portrait? Q6 Who were Picasso and Warhol?	Q1 what are slides and levers? Q2 where can I find sliders and levers? Q3what materials can I recognise and name? Q4what can different materials be used for? Q5How is movement incorporated into cards? Q6what can I incorporate into my card design?	Q1 What is a puppet?? Q2 what skills do I need to create a finger alien puppet?? Q3 What are the differences between a finger and glove puppet? Q4Can I follow my design? Q5 What improvements do I need to make?	Q1 Who was Joan Miro? Q2 What is magical realism? Q3 What does a Miro painting look like? Q4 What is relief printing? Q5 How can I create and decorate a surrealist sculpture??	Q1 Who was Arcimboldo? Q2 What did he use in his paintings? Q3 How did he represent different seasons? Q4 How did he use flowers? Q5 How do I recreate his paintings?	Q1 What is structure? Q2 What technical skills will I need to create a structure? Q3 How do I need to create a seascape? Q4 What techniques can I incorporate in my design to make animals to appear? Q5 How can I use my design to create a product?
Music (music express) Regents and Crowland	1.1 Ourselves (exploring sound s) Experiment with, create, select and combine sounds. Q1 How can you use your voices expressively to create an expressive story? 1.10 Our Bodies (beat) Experiment with sounds Q1 What is beat in the music? Q2 Can you play the rhythm patterns using body percussion?	1.7 Our School (Exploring sounds) Play tuned and untuned instruments. Q1 What sounds can you hear around us? Q2 How can we record and produce these sounds? 1.8 Pattern (Beat) Experiment with sounds Q1 What is a metre in music? Q2 What is a score in music? Q3 Can you show the steady beat through counting, body percussion and reading scores?	1.4 Weather (Exploring sounds) Using voices expressively and creatively. Q1 How can you use voices, movement and instruments to describe weather? 1.9 Storytime (Exploring sounds) Combine sounds Q1 How can music be used to tell a story?	2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds. Q1 What is timbre? Q2 How can we make descriptive sounds? Q3 Can you match the sound with the image? Q4 Can you explain your choices? Q5 Can you listen to and compare music? Q6 What ways can you make the sounds? 2.8 Seasons (Pitch) Experiment with, create, select and combine sounds.	1.5 Machines (Beat) Experiment with, create, select and combine sounds. Q1 What is a steady beat? Q2 Can you play and maintain a steady beat? Q3 Can you play at different speeds (tempi)? Q4 Can you control changes in speed (tempi)? 2.5 Animals (Pitch) Using Voices expressively and creatively by singing songs and speaking chants and rhymes Q1 Can you identify the beat and respond in movement?	2.11 Water (Pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes. Q1. Can you join in the song? Q2. What actions could we use to show the pitch movement? Q3. Can you play a tuned percussion to the melody? Q4. What is a melody? Q5. What is pitch? Q6. What can you tell me about the pitch pattern? Q7. What is a score in music?

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				Q1 What is pitch? Q2 Can you show me pitch through movement, songs and listening games? Q3 What are the pitch shapes? Q4 Can you perform pitch shapes in a variety of musical arrangements? Q5 What is ostinato?	Q2 What is the pitch? Q3 Can you identify the pitch? Q4 Can you perform changes in pitch using your body and voice? Q5 Can you read pitch line notation?	Q8. Can you interpret the score? Q9. What music affect can we use to describe water? 2.12 Travel (Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes. Q1. What is the pattern of physical movement? Q2. Can you sing and add movement to the song? Q3. How can you describe music using musical vocabulary? Q4. Can you listen to the music? Q5. What can you hear? Q6. What is the changing tempi? Q7. What is notation? Q8. How can your performance be improved?
Computing	2.1 Computing systems and networks, IT around us	1.2 creating media, digital painting	2.3 programming a, robot algorithms	1.4 data and information, grouping data	2.5 creating media, digital music	1.6 programming B, programming animations
	Q1 What are some uses and features of information technology? Q2 What information technology is in the home? Q3 What information technology can be found beyond school? Q4 How does information technology benefit us? Q5 How do we use information technology safely?	Q1 what do different freehand tools do? Q2 How do I use the shape tool and the line tools? Q3 How can I use PAINT/PAINTZ on my own to paint a picture? Q4 Can you make a painting that looks like a Mondrian or a Matisse?	Q1 What is a sequence? Q2What happens if I change the order? Q3 Why do programs work? Q4 What do programs look like? Q5 What went wrong?	Q1 How can I label objects? Q2 What properties can I use to describe a group? Q3 How can I record and share information I have gathered?	Q1 How does music make us feel? Q2 What patterns can we see in music? Q3 What are notes? Q4 How do I represent an animal in music?	Q1 What is Scratch Jnr? Q2 How do I choose a command for a given purpose? Q3 What happens when a series of commands are joined together? Q4 What are the numbers for? Q5 How do I move different sprites?

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PE	Mastering basic movements- building up skills	Dance-working together on a performance	Gymnastics-balancing and rolling	Outdoor activities – following and creating trails	Team games-developing simple tactics	Athletics-Preparing for sports day
Enquiry Questions	Q1 Can I run fast and slow? Q2 Can I change direction? Q3 How do I bounce the ball? Q4 How high can I jump? Q5 How far can I jump?	Q1 What is beat? Q2 How do I perform in Unison and Canon? Q3 What is mirroring? Q4 What do we mean by motif?	Q1 What is a balance? Q2 How do I link movement? Q3 How do I perform a Roll? Q4 What is a sequence?	Q1 What is teamwork? Q2 How do I follow directions? Q3 What is a symbol?	Q1 What do you mean by defending? Q2 What do we mean by attacking? Q3 How do we regain possession?	Q1 How do I how do I improve my sprinting technique? Q2 How do I combine running and jumping into a long jump? Q3 How do I throw over a longer distance?
RE	What is a human being? (Part 1)(Christian worldview)	what is a human being? (Part 2) (Muslim and sikh worldview)	Local case study 1-(Christian Worldview)	local case study 2(Muslim and sikh worldviews)	how do people welcome a new human into their community? [Part 1]	how do people welcome a new human into their community? [Part 2]
	Q1What is a human being? Q2Who am I? Q3What does the Bible say about being human? Q4What do orthodox Christians believe about being human? Q5What do Methodist Christians believe about being human?	Q1Are there different rules for different people? Q2What does the Qur'an say about being human? Q3What the other Muslims believe about being human? Q4 What did guru granth sahib say about being human? Q5What does Sikhs believe makes a human? Q6What do I believe makes a human?	Q1What was Britain like in the 1700s? Q2Who was Thomas Clarkson? Q3What do we learn from the story of the Good Samaritan? Q4Who are the Samaritans? Q5How does our local church community help others?	Q1What makes a good leader? Q2Who is Sheikh Abdal HakimMurad? Q3Who are leaders in the local Muslim community? Q4Who was Maharaja dileep Singh? Q5Who are the leaders of the local Sikh community?	Q1What do we mean by celebration and ritual if we are a Hindu Q2What did Christians believe about baptism? Q3Do all Christians feel the same about baptism? Q4 how do humanists welcome a new person into their community?	Q1 What do we mean by welcome? Q2 How do you join a Baptist Christian community? Q3 How would you join a Muslim community? Q4 Why do some people join a monastic community? Q5 Is belonging important?
PHSE/RSE	Emotional Well-being How we recognise our feelings. Feelings; mood; times of change; loss and bereavement; growing up.	Physical Well-being What can help us grow and stay healthy?	Respect- To acknowledge the existence of diversity within our community.	E-Safety -Know that almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared	Being safe- Keeping safe; recognising risk; rules	Economic well-being- Understand how people make different choices around money. Money needs to be looked after.

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	Q1. How do you feel today? Q2. Can feelings change or become bigger/more intense? Q3. Can you change the way you respond to something?	Q1. How can we protect ourselves from the sun when we are outside? Q2. How do you feel is you don't get enough sleep? Q3. Can you think of any 'healthy' foods?	Q1. What does respect mean to me? Q2. What would be considered 'disrespectful'? Q3. Would some things be acceptable at home but not when out with their friends? Q4. Do we treat everyone the same?	Q1. Who can be in your 'safety circle'? Q2. Is someone you meet online a real friend? Q3. What do you do if something makes you feel worried/scared/unhappy?	Q1. Can you think of anything that might be dangerous within the home? Q2. Why do you need to keep safe at the beach/park/pond? Q3. Can you name any jobs where people keep us safe? Q4. What would you do in an emergency?	Q1. How can you get money? Q2. What do we need money for? Q3. What do you want money for? Q4. How can we save money?
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