**Key Stage One Long Term Planning Year A**

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| **Autumn 1** | | **Autumn** | **Autumn 2** | | **Winter** | **Spring 1** | | **Spring 2** | | **Spring** | **Summer 1** | | **Summer** | **Summer 2** | |
| **Topic:** Far, Far Away | | **Topic:** London’s Burning | | **Topic:** Take one picture | | **Topic:** Healthy Me | | **Topic:** Book/author | | **Topic:** Secret Garden | |
| **Science:**  Materials Y1:  **1:13** – distinguish between an object and what it’s made from  **1:14** – name a variety of materials  **1:15** – describe properties of materials  **1:16** – compare and group by properties  Materials Y2:  **2:10** – compare suitability of materials  **2:11** – explore how materials can be changed by squashing etc.  (Objectives to be followed by each year group only to avoid duplication) | | | **History:**  **2** – events beyond living memory – Great Fire of London and Gunpowder Plot  **3** – lives of significant individuals - Samuel Pepys & Guy Fawkes. | | **History:**  **3** – lives of significant individuals (Vincent van Gogh) and compare to artists form different periods. | | | **Science**:  Animals  **2:9** – describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene | | | **English:**  Retelling chosen stories  Narrative – creating own inspired by author’s work/continuing from given start  Character descriptions  Poetry about themes in chosen works | | **Science:**  Plants  **1:7** – identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  **1:8** – identify and describe the basic structure of a variety of common flowering plants, including trees  **2:5** – observe how seeds and bulbs grow into mature plants  **2:6** – learn how plants stay healthy- water, light, temperature  Living things  **2:3** – identify and name plants and animals | | |
| **History:**  **2** – events beyond living memory - history of castles, medieval banquet.  **Being Historians -** introduction to History and what it means. | | | **Geography:**  **1b** - name, locate and identify characteristics of four countries and capitals of UK and surrounding seas  **4a** - use world maps, atlases and globes to identify the United Kingdom and its countries | | **Geography:**  **1a** - name and locate the world’s seven continents and five oceans  **4a** - 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 | | |  | | |  | | **Geography:**  **4b** – use simple compass points and directional language  **4c** – use aerial photos to landmarks and geographical feature, devise a map and use basic key  **4d** – study school, its grounds and surrounding area | | |
| **Art & Design:**  **1** - use range of materials creatively  **2** - use sculpture to develop and share ideas  **3** - develop range of techniques shape. form and space | | | **Art & Design:**  **2** - use drawing/painting to develop and share ideas  **3** - develop range of techniques ….colour and texture | | **Art & Design:**  **1** - use range of materials creatively  **2** - use drawing and painting to develop and share ideas  **3** - develop range of techniques using colour, pattern, line, shape and form  **4** - learn about the work of artists, describing similarities and differences | | | **Art & Design:**  **1** - use range of materials creatively  **3** - develop range of techniques using colour, pattern, texture, line, shape and form | | | **Art & Design:**  **1** - use range of materials creatively  **2** - use drawing and painting to develop and share ideas  **3** - develop range of techniques using colour, pattern, line, shape and form | | **Art & Design:**  **2** - use drawing and painting to develop and share ideas  **3** - develop range of techniques using colour, pattern, texture, line, shape and form | | |
| **Design & Tech:**  **1a + b** – design purposeful, appealing products and communicate ideas  **2a + b** – select tools and materials  **3a + b** – evaluate existing products and their own ideas/products  **4b** – explore mechanisms - make a castle with a moving drawbridge. | | |  | |  | | | **Design & Tech:**  **1a + b** - design purposeful, appealing products and communicate ideas (food tech)  **2a + b** - when preparing food, select from a range of tools and ingredients (fruit salad/pancakes) | | |  | |  | | |
| **Music:**  **1** - Use voices expressively and creatively in songs (Hairy, scary castle) | | | **Music:**  **1** - Use voices expressively and creatively in songs (London’s Burning)  **2** - Play tuned and untuned instruments musically | | **Music:** | | | **Music:** | | | **Music:** | | **Music:** | | |
| **Computing:** | | | **Computing:** | | **Computing:** | | | **Computing:** | | | **Computing:** | | **Computing:** | | |
| **English**  Recount summer holidays  Retelling of traditional tales/stories.  Invitations/Menus  Character descriptions  Letters to the dragon  Recount of banquet: instructions on making gingerbread men.  Materials riddles and poems | | | **English:**  Diary entries (Samuel Pepys)  Eye witness account GFL  Sequencing and retelling historical events  Poems – firework shape poems  Posters (firework safety)  Hot seating and 8Q question writing | | **English:**  Captions describing paintings  Retell and adapt Katei and the Sunflowers  Setting description using VG landscape painting  Poem inspired by Starry Night … Rhône  Non-fiction – fact file/biography  Narrative using painting as stimulus  Report on geography of Netherlands | | | **English:**  Character description of fruit/veg superhero  Instructions on making healthy meal  leaflet on keeping fit  Letter to Lola (I will not ever …tomato)  Retell alternative healthy traditional tale e.g. Give Cinderella a smile/ Keep Running Gingerbread Man  Questions to interview school cook  Report on how to stay healthy | | |  | | **English:**  Setting description of Secret Garden  Instructions on growing and caring for a plant  Narrative about finding a key  Poster for an animal needing a home (habitat)  Report/fact file on trees  Descriptive poems about flowers/trees  Recount of class trip | | |
| **SEAL:**  1. new beg.  2. getting on and falling out  3. say no to bullying | **SRE:** | | **RE:** | **PE:** | **SEAL:**  4. going for goals  5. good to be me | | **SRE:** | **RE:** | **PE:** | | **SEAL:** | **SRE:**  6. relationships  7. changes | **RE:** | | **PE:** |
| **Rationale *Far, Far Away:*** | | | **Rationale *London’s Burning:*** | | **Rationale *Take One Picture:*** | | | **Rationale *Healthy Me:*** | | | **Rationale *Book/Author:*** | | **Rationale *Secret Garden:*** | | |
| Y1: helps link to work from FS on traditional tales.  Castle topic links in well with materials - what materials are castles built out of?  Creates nice investigative work in science.  Retelling of stories in literacy which is a nice way to get them back into writing tasks after the summer holidays.  Begins to introduce children to the terms chronology, history and timelines and to get them to start to compare life in the past to life today. | | | Bonfire night in November – taught in the same term. Can link in firework safety and understanding the historical event which inspired bonfire night.  We are introducing the children to sources and how we find things out about the past.  We are introducing children to important historical people and their influence on the world.  To start to understand more about the geography of their country. | | Using artwork as a stimulus for creative writing, drama, art etc.  To know more about the life of an artist and their impact on art and design.  To expand their skills in art and design. | | | This topic builds on the ‘Yummy Scrummy in my tummy’ topic covered in Foundation Stage. Warmer weather to get outside and learn about keeping fit – can do Daily Mile. Pancake Day is in this term – children can learn about traditions and design and make their own healthy pancake.  This topic helps make the children aware of the importance of looking after their health and watching what they eat. This is of vital importance today as people are living more sedentary life styles. We want to encourage healthy habits including food, exercise and mental health. KS2 will build on knowledge from KS1 through animals, including humans objectives. | | | Using authors as a model for writing.  To make children aware of different authors and encourage the love of reading and books.  To encourage children to talk about the issues raised throughout the books and link to SEAL activities and SRE. | | Main aspect of topic is learning about plants. Taught in summer month so children can grow their own plants and observe plants growing in their local environment.  It is important for children to understand where food comes from and how seeds grow.  To give them an appreciation of the beauty of the world around them. To encourage children to love and look after the world.  LKS2 will build on this through their plants objectives. | | |