

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

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
<b>Science:</b> Materials Y1: <b>1:13</b> – distinguish between an object and what it’s made from <b>1:14</b> – name a variety of materials <b>1:15</b> – describe properties of materials <b>1:16</b> – compare and group by properties Materials Y2: <b>2:10</b> – compare suitability of materials <b>2:11</b> – explore how materials can be changed by squashing etc. (Objectives to be followed by each year group only to avoid duplication)		<b>History:</b> <b>2</b> – events beyond living memory – Great Fire of London and Gunpowder Plot <b>3</b> – lives of significant individuals - Samuel Pepys & Guy Fawkes.		<b>History:</b> <b>3</b> – lives of significant individuals (Vincent van Gogh) and compare to artists from different periods.	<b>Science:</b> Animals <b>2:9</b> – describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene		<b>English:</b> Retelling chosen stories Narrative – creating own inspired by author’s work/continuing from given start Character descriptions Poetry about themes in chosen works		<b>Science:</b> Plants <b>1:7</b> – identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <b>1:8</b> – identify and describe the basic structure of a variety of common flowering plants, including trees <b>2:5</b> – observe how seeds and bulbs grow into mature plants <b>2:6</b> – learn how plants stay healthy- water, light, temperature Living things <b>2:3</b> – identify and name plants and animals
<b>History:</b> <b>2</b> – events beyond living memory - history of castles, medieval banquet. <b>Being Historians</b> - introduction to History and what it means.		<b>Geography:</b> <b>1b</b> - name, locate and identify characteristics of four countries and capitals of UK and surrounding seas <b>4a</b> - use world maps, atlases and globes to identify the United Kingdom and its countries		<b>Geography:</b> <b>1a</b> - name and locate the world’s seven continents and five oceans <b>4a</b> - 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					<b>Geography:</b> <b>4b</b> – use simple compass points and directional language <b>4c</b> – use aerial photos to landmarks and geographical feature, devise a map and use basic key <b>4d</b> – study school, its grounds and surrounding area
<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>2</b> - use sculpture to develop and share ideas <b>3</b> - develop range of techniques shape, form and space		<b>Art &amp; Design:</b> <b>2</b> - use drawing/painting to develop and share ideas <b>3</b> - develop range of techniques ....colour and texture		<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>2</b> - use drawing and painting to develop and share ideas <b>3</b> - develop range of techniques using colour, pattern, line, shape and form <b>4</b> - learn about the work of artists, describing similarities and differences	<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>3</b> - develop range of techniques using colour, pattern, texture, line, shape and form		<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>2</b> - use drawing and painting to develop and share ideas <b>3</b> - develop range of techniques using colour, pattern, line, shape and form		<b>Art &amp; Design:</b> <b>2</b> - use drawing and painting to develop and share ideas <b>3</b> - develop range of techniques using colour, pattern, texture, line, shape and form
<b>Design &amp; Tech:</b> <b>1a + b</b> – design purposeful, appealing products and communicate ideas <b>2a + b</b> – select tools and materials <b>3a + b</b> – evaluate existing products and their own ideas/products <b>4b</b> – explore mechanisms - make a castle with a moving drawbridge.					<b>Design &amp; Tech:</b> <b>1a + b</b> - design purposeful, appealing products and communicate ideas (food tech) <b>2a + b</b> - when preparing food, select from a range of tools and ingredients (fruit salad/pancakes)				
<b>Music (Charanga):</b> Y1: Hey You! Y2: Hands, Feet, Heart		<b>Music (Charanga):</b> Y1: Rhythm in the way we walk & Banana Rap Y2: Ho Ho Ho		<b>Music (Charanga):</b> Y1: In the Groove Y2: I Wanna Play in a Band	<b>Music (Charanga):</b> Y1: Round and Round Y2: Zootime		<b>Music (Charanga):</b> Y1: Your Imagination Y2: Friendship Song		<b>Music (Charanga):</b> Y1: Reflect, Rewind & Replay Y2: Reflect, Rewind & Replay
<b>Computing (Purple Mash):</b> Y1: Online Safety & Grouping and Sorting (4 & 2) Y2: Coding (5)		<b>Computing (Purple Mash):</b> Y1: Pictograms & Lego Builders (3 & 3) Y2: Online Safety & Spreadsheets (3 & 4)		<b>Computing (Purple Mash):</b> Y1: Maze Explorers (3) Y2: Questioning (5)	<b>Computing (Purple Mash):</b> Y1: Animated Story Books (5) Y2: Effective Searching (3)		<b>Computing (Purple Mash):</b> Y1: Coding (6) Y2: Creating Pictures (5)		<b>Computing (Purple Mash):</b> Y1: Spreadsheets & Technology Outside Sch (3 & 2) Y2: Making Music & Presenting Ideas (3 & 4)
<b>English</b> 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		<b>English:</b> 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		<b>English:</b> 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	<b>English:</b> 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				<b>English:</b> 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
<b>PSHE &amp; RSE:</b> <b>Staying Safe and Well</b> New Beginnings Healthy Body & Mind Growing and Changing Keeping Safe		<b>RE:</b> Y1: Belonging - Christianity & Christmas Y2: Sacred Texts - Islam & Christmas	<b>PE:</b>	<b>PSHE &amp; RSE:</b> <b>Relationships</b> Feelings and Emotions Healthy Relationships Valuing Differences	<b>RE:</b> Y1: Belonging – Islam & Easter Y2: Sacred Texts – Judaism & Easter	<b>PE:</b>	<b>PSHE &amp; RSE:</b> <b>Our World</b> Rights & Responsibilities Taking Care of the Environment Money Matters	<b>RE:</b> Y1: Founders and Leaders – Islam & Belonging – Sikhism Y2: Sacred Texts – Sikhism & Founders & Leaders - Sikhism	<b>PE:</b>

Science: Seasonal changes Y1: 17 & 18 – We will be teaching a week of activities for each season throughout the year to cover these objectives. Y1 and 2 will have different activities about the seasons so children can recap on seasons in Y2 through different activities. Autumn – end of Far, Far Away & The House that Jack Built/ Winter – Start of Take One Picture & Noah’s Ark/ Spring – End of Healthy Me & Noah’s Ark/ Summer – Start of Secret Garden & Locomotion.

Rationale <i>Far, Far Away:</i>	Rationale <i>London’s Burning:</i>	Rationale <i>Take One Picture:</i>	Rationale <i>Healthy Me:</i>	Rationale <i>Book/Author:</i>	Rationale <i>Secret Garden:</i>
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.

Science: Seasonal changes Y1: 17 & 18 – We will be teaching a week of activities for each season throughout the year to cover these objectives. Y1 and 2 will have different activities about the seasons so children can recap on seasons in Y2 through different activities. Autumn – end of Far, Far Away & The House that Jack Built/ Winter – Start of Take One Picture & Noah’s Ark/ Spring – End of Healthy Me & Noah’s Ark/ Summer – Start of Secret Garden & Locomotion.

## Key Stage One Long Term Planning Year B

Autumn 1		Autumn	Autumn 2		Winter	Spring 1		Spring 2		Spring	Summer 1		Summer	Summer 2					
Topic: The House that Jack Built.			Topic: Florence and Mary			Topic: Noah’s Ark		Topic: Treasure Island			Topic: Locomotion								
<b>Science:</b> Materials Y1: <b>1:13</b> – distinguish between an object and what it’s made from <b>1:14</b> – name a variety of materials <b>1:15</b> – describe properties of materials <b>1:16</b> – compare and group by properties Materials Y2: <b>2:10</b> – compare suitability of materials <b>2:11</b> – explore how materials can be changed by squashing etc. (Objectives to be followed by each year group only to avoid duplication)			<b>History:</b> <b>3</b> – lives of significant individuals – Florence Nightingale and Mary Seacole <b>Being Historians</b> - introduction to History and what it means.			<b>Science:</b> <u>Animals Y1</u> <b>1:9</b> – identify and name a variety of common animals. <b>1:10</b> – identify and name a variety of common animals that are carnivores, herbivores and omnivores. <b>1:11</b> – describe and compare the structure of a variety of common animals. <b>1:12</b> – identify, name, draw and label the basic parts of the human body <u>Animals Y2</u> <b>2:7</b> – notice that animals, including humans, have offspring which grow into adults. <b>2:8</b> – find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <u>Living things Y2</u> <b>2:1</b> – explore and compare the differences between things that are living, dead, and things that have never been alive. <b>2:2</b> – 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. <b>2:4</b> – describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.					<b>Geography:</b> <b>1a</b> - name and locate the world’s seven continents and five oceans. <b>2</b> – understand geographical similarities and differences of an area of the UK and a contrasting non-European country. <b>3b</b> – using basic geographical vocabulary <b>4a</b> - 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 <b>4b</b> - use simple compass points and directional language			<b>History:</b> <b>1</b> – changes within living memory – how trains how changed. <b>4</b> – significant historical events, people and places in their own locality – Stockton to Darlington railway and George Stephenson.					
			<b>Geography:</b> <b>1b</b> - name, locate and identify characteristics of four countries and capitals of UK and surrounding seas			<b>Geography:</b> <b>1a</b> - name and locate the world’s seven continents. <b>3a</b> - daily weather patterns in the United Kingdom and the location of hot and cold areas of the world								<b>Geography:</b> <b>4c</b> – use aerial photos to landmarks and geographical feature, devise a map and use basic key					
<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>3</b> - develop range of techniques pattern, texture, shape, form.			<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>3</b> - develop range of techniques colour, line, shape, form.			<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>2</b> - use drawing and painting to develop and share ideas <b>3</b> - develop range of techniques pattern, texture, shape, form.					<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>2</b> - use drawing and painting to develop and share ideas <b>3</b> - develop range of techniques colour, pattern, texture, shape, form, space			<b>Art &amp; Design:</b> <b>1</b> - use range of materials creatively <b>2</b> - use drawing and painting to develop and share ideas <b>3</b> - develop range of techniques colour, pattern, texture, line, shape, form.					
<b>Design &amp; Tech:</b> 2a,b, 3a,b, 4a (design a house)			<b>Design &amp; Tech:</b>			<b>Design &amp; Tech:</b>					<b>Design &amp; Tech:</b> 2a,b 3a,b,4a (design a boat to sail on the pond).			<b>Design &amp; Tech:</b>					
<b>Music (Charanga):</b> Y1: Hey You! Y2: Hands, Feet, Heart			<b>Music (Charanga):</b> Y1: Rhythm in the way we walk & Banana Rap Y2: Ho Ho Ho			<b>Music (Charanga):</b> Y1: In the Groove Y2: I Wanna Play in a Band		<b>Music (Charanga):</b> Y1: Round and Round Y2: Zootime		<b>Music (Charanga):</b> Y1: Your Imagination Y2: Friendship Song			<b>Music (Charanga):</b> Y1: Reflect, Rewind & Replay Y2: Reflect, Rewind & Replay						
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<b>English:</b> Sharing traditional tales Retell stories in own words Letter to the wolf Look at alternatives to traditional tales Poetry/ riddles Instructions on making puppet			<b>English:</b> Setting description of Scutari Hospital Florence’s diary Letter from Florence asking for help Account of Mary’s life Interview of a soldier about how Florence helped them.			<b>English:</b> Retell or write own versions of ‘The Tiger who came for tea’. Sequence and retell the story of Noah’s Ark. Letter based on the story ‘The Snail and the Whale’/ Letter to a zoo based on giraffe pic Character description linked to Thinking Skills – create own animal Instructions/ guide to looking after a pet Questions/ guide for looking after a baby. Poems/ riddles based on animals Fact file on an animal/ habitat					<b>English:</b> Application for a job on a pirate ship Message in a bottle Adventure story about a pirate Poetry, if I were a pirate....			<b>English:</b> To narrate the story ‘Ruckus’ Description from a train window Leaflet/ report on George Stephenson Acrostic poem about a steam train Recount of school trip					
<b>PSHE &amp; RSE:</b> <b>Staying Safe and Well</b> New Beginnings Healthy Body & Mind Growing and Changing Keeping Safe			<b>RE:</b> Y1: Belonging - Christianity & Christmas Y2: Sacred Texts - Islam & Christmas		<b>PE:</b>		<b>PSHE &amp; RSE:</b> <b>Relationships</b> Feelings and Emotions Healthy Relationships Valuing Differences		<b>RE:</b> Y1: Belonging – Islam & Easter Y2: Sacred Texts – Judaism & Easter		<b>PE:</b>		<b>PSHE &amp; RSE:</b> <b>Our World</b> Rights & Responsibilities Taking Care of the Environment Money Matters			<b>RE:</b> Y1: Founders and Leaders – Islam & Belonging – Sikhism Y2: Sacred Texts – Sikhism & Founders & Leaders - Sikhism		<b>PSHE &amp; RSE:</b> New Beginnings Healthy Body & Mind Growing and Changing Keeping Safe	
<b>Rationale <i>The House that Jack Built:</i></b>			<b>Rationale <i>Florence and Mary:</i></b>			<b>Rationale <i>Noah’s Ark:</i></b>					<b>Rationale <i>Treasure Island:</i></b>			<b>Rationale <i>Locomotion:</i></b>					
Lots of hands on investigations in science to help engage children in science activities. Y1: helps link to work from FS on traditional tales.			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.			Good season to look at changes in weather. Normally lots of rainfall to record - links well to the geography objectives. Need a full term as there are many science objectives to cover. Noah’s Ark allows children to see the full diversity of animals and we can link the story to the science objectives.					In Geography, we look at maps and the local area. Weather is much better this half term so children can get out in the school and local area to draw maps.			We believe children need to be more aware of our locality’s rich historical past and its role in the industrial development of our country. We learn about George Stephenson who was a local engineer who pioneered the railway.					

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<p>Retelling of stories in literacy which is a nice way to get them back into writing tasks. Links to learning poetry in reading objectives.</p> <p>Children get to use different materials to make their own houses/ puppets in DT.</p>	<p>This topic builds on from ‘People who help us’ in Foundation Stage. They talk about the role of nurses and how they help us today.</p> <p>We are introducing children to important historical people and their influence on the world.</p> <p>Children get to think about how hospitals have changed over the last 200 years.</p> <p>To look at the role of women in the past and how this has changed.</p> <p>To understand more about the United Kingdom and its four countries.</p>	<p>To share an example of a Christian story.</p> <p>LKS2 will develop on from here through their endangered animals topic where they move onto classification of animals.</p>	<p>This is a short half term and Year 2 are working towards their SATs and this topic has the least objectives to be covered.</p> <p>We want children to be more aware of their community and their local area and where that sits in the country and the wider world.</p> <p>This topic helps children understand the wider world and the continents and oceans that make up our world.</p>	<p>We have local train museums where we can visit on a train so children can see first-hand the impact of this invention.</p> <p>Children get the chance to experience artefacts from the past and understand how they were used.</p> <p>It is an inspiration to the children to know that someone from their local area had such an impact on the world.</p> <p>We can utilise the support and resources from Tees Valley Museums to create a ‘museum in a classroom’.</p> <p>UKS2 study Victorian Eaglescliffe and discuss in more detail the impact of the arrival of railways in our local area.</p>
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