

**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><br>Materials Y1:<br>1:13 – distinguish between an object and what it’s made from<br>1:14 – name a variety of materials<br>1:15 – describe properties of materials<br>1:16 – compare and group by properties<br>Materials Y2:<br>2:10 – compare suitability of materials<br>2:11 – explore how materials can be changed by squashing etc.<br>(Objectives to be followed by each year group only to avoid duplication)<br>Seasonal changes<br>1.17 observe changes across the four seasons<br>1.18 observe and describe weather associated with the seasons and how day length varies. |  | <b>History:</b><br>2 – events beyond living memory – Great Fire of London and Gunpowder Plot<br>3 – lives of significant individuals - Samuel Pepys & Guy Fawkes.  |   | <b>History:</b><br>3 – lives of significant individuals (Vincent van Gogh) and compare to artists form different periods.<br><br><b>Science</b><br>Seasonal changes<br>1.17 observe changes across the four seasons<br>1.18 observe and describe weather associated with the seasons and how day length varies | <b>Science:</b><br>Animals<br>2:9 – describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene   |        | <b>English:</b><br>Retelling chosen stories<br>Narrative – creating own inspired by author’s work/continuing from given start<br>Character descriptions<br>Poetry about themes in chosen works              |   | <b>Science:</b><br>Plants<br>1:7 – identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>1:8 – identify and describe the basic structure of a variety of common flowering plants, including trees<br>2:5 – observe how seeds and bulbs grow into mature plants<br>2:6 – learn how plants stay healthy- water, light, temperature<br>Living things<br>2:3 – identify and name plants and animals<br><br>Seasonal changes<br>1.17 observe changes across the four seasons<br>1.18 observe and describe weather associated with the seasons and how day length varies |
| <b>History:</b><br>2 – events beyond living memory - history of castles, medieval banquet.<br><b>Being Historians</b> - introduction to History and what it means.   |  | <b>Geography:</b><br>1b - name, locate and identify characteristics of four countries and capitals of UK and surrounding seas<br>4a - use world maps, atlases and globes to identify the United Kingdom and its countries    |   | <b>Geography:</b><br>1a - name and locate the world’s seven continents and five oceans<br>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  |   |        |   |   | <b>Geography:</b><br>4b – use simple compass points and directional language<br>4c – use aerial photos to landmarks and geographical feature, devise a map and use basic key<br>4d – study school, its grounds and surrounding area   |
| <b>Art &amp; Design:</b><br>1 - use range of materials creatively<br>2 - use sculpture to develop and share ideas<br>3 - develop range of techniques shape. form and space   |  | <b>Art &amp; Design:</b><br>2 - use drawing/painting to develop and share ideas<br>3 - develop range of techniques ....colour and texture  |   | <b>Art &amp; Design:</b><br>1 - use range of materials creatively<br>2 - use drawing and painting to develop and share ideas<br>3 - develop range of techniques using colour, pattern, line, shape and form<br>4 - learn about the work of artists, describing similarities and differences                    | <b>Art &amp; Design:</b><br>1 - use range of materials creatively<br>3 - develop range of techniques using colour, pattern, texture, line, shape and form   |        | <b>Art &amp; Design:</b><br>1 - use range of materials creatively<br>2 - use drawing and painting to develop and share ideas<br>3 - develop range of techniques using colour, pattern, line, shape and form |   | <b>Art &amp; Design:</b><br>2 - use drawing and painting to develop and share ideas<br>3 - develop range of techniques using colour, pattern, texture, line, shape and form   |
| <b>Design &amp; Tech:</b><br>4a - Build structures exploring how they can be made stronger, stiffer and more stable.<br>4b - Explore and use mechanisms (for examples, levers and sliders) in their products.  |  |  |   |  | <b>Design &amp; Tech:</b><br><b>Cooking and Nutrition</b><br>1 - Use the basis principles of a healthy and varied diet to prepare dishes.<br>2 - Understand where food comes from.  |        |   |   | <b>Design &amp; Tech:</b><br>4b - Explore and use mechanisms (for examples, levers and sliders) in their products.  |
| <b>Music (Charanga):</b><br>Y1: Hey You!<br>Y2: Hands, Feet, Heart   |  | <b>Music (Charanga):</b><br>Y1: Rhythm in the way we walk & Banana Rap<br>Y2: Ho Ho Ho   |   | <b>Music (Charanga):</b><br>Y1: In the Groove<br>Y2: I Wanna Play in a Band  | <b>Music (Charanga):</b><br>Y1: Round and Round<br>Y2: Zootime  |        | <b>Music (Charanga):</b><br>Y1: Your Imagination<br>Y2: Friendship Song   |   | <b>Music (Charanga):</b><br>Y1: Reflect, Rewind & Replay<br>Y2: Reflect, Rewind & Replay  |
| <b>Computing (Purple Mash):</b><br>Y1: Online Safety & Grouping and Sorting (4 & 2)<br>Y2: Coding (5)  |  | <b>Computing (Purple Mash):</b><br>Y1: Pictograms & Lego Builders (3 & 3)<br>Y2: Online Safety & Spreadsheets (3 & 4)  |   | <b>Computing (Purple Mash):</b><br>Y1: Maze Explorers (3)<br>Y2: Questioning (5)   | <b>Computing (Purple Mash):</b><br>Y1: Animated Story Books (5)<br>Y2: Effective Searching (3)  |        | <b>Computing (Purple Mash):</b><br>Y1: Coding (6)<br>Y2: Creating Pictures (5)  |   | <b>Computing (Purple Mash):</b><br>Y1: Spreadsheets & Technology Outside Sch (3 & 2)<br>Y2: Making Music & Presenting Ideas (3 & 4)   |
| <b>English</b><br>Recount summer holidays<br>Retelling of traditional tales/stories.<br>Invitations/Menus<br>Character descriptions<br>Letters to the dragon<br>Recount of banquet: instructions on making gingerbread men.<br>Materials riddles and poems   |  | <b>English:</b><br>Diary entries (Samuel Pepys)<br>Eye witness account GFL<br>Sequencing and retelling historical events<br>Poems – firework shape poems<br>Posters (firework safety)<br>Hot seating and 8Q question writing |   | <b>English:</b><br>Captions describing paintings<br>Retell and adapt Katei and the Sunflowers<br>Setting description using VG landscape painting<br>Poem inspired by Starry Night ... Rhône<br>Non-fiction – fact file/biography<br>Narrative using painting as stimulus<br>Report on geography of Netherlands | <b>English:</b><br>Character description of fruit/veg superhero<br>Instructions on making healthy meal<br>leaflet on keeping fit<br>Letter to Lola (I will not ever ...tomato)<br>Retell alternative healthy traditional tale e.g. Give Cinderella a smile/ Keep Running Gingerbread Man<br>Questions to interview school cook<br>Report on how to stay healthy |        |   |   | <b>English:</b><br>Setting description of Secret Garden<br>Instructions on growing and caring for a plant<br>Narrative about finding a key<br>Poster for an animal needing a home (habitat)<br>Report/fact file on trees<br>Descriptive poems about flowers/trees<br>Recount of class trip  |
| <b>PSHE &amp; RSE:</b><br><b>Staying Safe and Well</b><br>New Beginnings Healthy Body & Mind<br>Growing and Changing<br>Keeping Safe   | <b>RE:</b><br>Y1: Belonging - Christianity & Christmas<br>Y2: Sacred Texts - Islam & Christmas | <b>PE:</b><br>Gymnastics<br>Games Skills<br>SAQ – balance & coordination   | <b>PSHE &amp; RSE:</b><br><b>Relationships</b><br>Feelings and Emotions<br>Healthy Relationships<br>Valuing Differences | <b>RE:</b><br>Y1: Belonging – Islam & Easter<br>Y2: Sacred Texts – Judaism & Easter  | <b>PE:</b><br>Dance<br>Games skills<br>Tennis skills  |        | <b>PSHE &amp; RSE:</b><br><b>Our World</b><br>Rights & Responsibilities<br>Taking Care of the Environment<br>Money Matters  | <b>RE:</b><br>Y1: Founders and Leaders – Islam & Belonging – Sikhism<br>Y2: Sacred Texts – Sikhism & Founders & Leaders - Sikhism | <b>PE:</b><br>Athletics<br>Tennis skills<br>Striking & fielding   |

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.

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| <b>Rationale <i>Far, Far Away:</i></b>  | <b>Rationale <i>London’s Burning:</i></b>  | <b>Rationale <i>Take One Picture:</i></b>  | <b>Rationale <i>Healthy Me:</i></b>  | <b>Rationale <i>Book/Author:</i></b>   | <b>Rationale <i>Secret Garden:</i></b>   |  |  |  |
| Y1: helps link to work from FS on traditional tales. Castle topic links in well with materials - what materials are castles built out of?<br>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.<br>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.<br>We are introducing children to important historical people and their influence on the world.<br>To start to understand more about the geography of their country. | Using artwork as a stimulus for creative writing, drama, art etc.<br>To know more about the life of an artist and their impact on art and design.<br>To expand their skills in art and design. | This topic builds on the ‘Yummy Scummy 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.<br>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.<br>To make children aware of different authors and encourage the love of reading and books.<br>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.<br>It is important for children to understand where food comes from and how seeds grow.<br>To give them an appreciation of the beauty of the world around them. To encourage children to love and look after the world.<br>LKS2 will build on this through their plants objectives. |  |  |  |

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