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

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| **Autumn 1** | **Autumn** | **Autumn 2** | | **Winter** | **Spring 1** | **Spring 2** | | | **Spring** | **Summer 1** | **Summer** | **Summer 2** | |
| **Topic:** George Stephenson | **Topic:** The House That Jack Built | | **Topic:** Noah’s Ark | | | | **Topic:** Treasure Island | **Topic:** Florence and Edith | |
| **Being Historians -** introduction to History and what it means.  **History:**  **1 –** changes within living memory – how trains how changed.  **4 –** significant historical events, people and places in their own locality – Stockton to Darlington railway and George Stephenson.  **Geography:**  **4c** – use aerial photos to view landmarks and geographical feature, devise a map and use basic key | | **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)  **Science**  Seasonal changes  **1.17** observe changes across the four seasons  **1.18** observe and describe weather associated with the seasons and how day length varies | | **Science:**  Animals Y1  **1:9 –** identify and name a variety of common animals.  **1:10 –** identify and name a variety of common animals that are carnivores, herbivores and omnivores.  **1:11 –** describe and compare the structure of a variety of common animals.  **1:12 –** identify, name, draw and label the basic parts of the human body  Animals Y2  **2:7 –** notice that animals, including humans, have offspring which grow into adults.  **2:8 –** find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Living things Y2  **2:1 –** explore and compare the differences between things that are living, dead, and things that have never been alive.  **2:2 –** 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.  **2:4** – 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.  Seasonal changes  **1.17** observe changes across the four seasons  **1.18** observe and describe weather associated with the seasons and how day length varies | | | | | | **Geography:**  **1a** - name and locate the world’s seven continents and five oceans.  **2 –** understand geographical similarities and differences of an area of the UK and a contrasting non-European country.  **3b –** using basic geographical vocabulary  **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  **4b -** use simple compass points and directional language | **History:**  **3** – lives of significant individuals – Florence Nightingale and Edith Cavell | | |
|  | | **Geography:**  **1a** - name and locate the world’s seven continents.  **3a -** daily weather patterns in the United Kingdom and the location of hot and cold areas of the world | | | | | | **Geography:**  **1b** - name, locate and identify characteristics of four countries and capitals of UK and surrounding seas | | |
| **Art & Design:**  **1 -** use range of materials creatively  **2** - use drawing and painting to develop and share ideas  **3** - develop range of techniques colour, pattern, texture, line, shape, form. | | **Art & Design:**  **1 -** use range of materials creatively  **3** - develop range of techniques pattern, texture, shape, form. | | **Art & Design:**  **1 -** use range of materials creatively  **2** - use drawing and painting to develop and share ideas  **3** - develop range of techniques pattern, texture, shape, form. | | | | | | **Art & Design:**  **1 -** use range of materials creatively  **2** - use drawing and painting to develop and share ideas  **3** - develop range of techniques colour, pattern, texture, shape, form, space | **Art & Design:**  **1 -** use range of materials creatively  **3** - develop range of techniques colour, line, shape, form. | | |
| **Design & Tech:**  1a. Design purposeful, functional appealing products for themselves and others based on design criteria.  1b. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology.  2a. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).  2b. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.  3b. Evaluate their ideas and products against design criteria.  4a. Build structures exploring how they can be made stronger, stiffer and more stable.  4b. Explore and use mechanisms (for example levers, sliders, wheels, axles) in their products. | | **Design & Tech:**  1a. Design purposeful, functional appealing products for themselves and others based on design criteria.  1b. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology.  2a. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).  2b. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.  3a. Explore and evaluate a range of existing products.  3b. Evaluate their ideas and products against design criteria. | | **Design & Tech:**  2a. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).  2b. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.  4b.Explore and use mechanisms (for examples, levers and sliders) in their products. | | | | | | **Design & Tech:** | **Design & Tech:** | | |
| **Music (Charanga):**  Y1: Hey You!  Y2: Hands, Feet, Heart | | **Music (Charanga):**  Y1: Rhythm in the way we walk & Banana Rap  Y2: Ho Ho Ho | | **Music (Charanga):**  Y1: In the Groove  Y2: I Wanna Play in a Band | | | **Music (Charanga):**  Y1: Round and Round  Y2: Zootime | | | **Music (Charanga):**  Y1: Your Imagination  Y2: Friendship Song | **Music (Charanga):**  Y1: Reflect, Rewind & Replay  Y2: Reflect, Rewind & Replay | | |
| **Computing (Purple Mash):**  Y1: Online Safety & Grouping and Sorting (4 & 2)  Y2: Coding (5) | | **Computing (Purple Mash):**  Y1: Pictograms & Lego Builders (3 & 3)  Y2: Online Safety & Spreadsheets (3 & 4) | | **Computing (Purple Mash):**  Y1: Maze Explorers (3)  Y2: Questioning (5) | | | **Computing (Purple Mash):**  Y1: Animated Story Books (5)  Y2: Effective Searching (3) | | | **Computing (Purple Mash):**  Y1: Coding (6)  Y2: Creating Pictures (5) | **Computing (Purple Mash):**  Y1: Spreadsheets & Technology Outside Sch (3 & 2)  Y2: Making Music & Presenting Ideas (3 & 4) | | |
| **English:**  To narrate the story ‘The Railway Children’  Fact poster/ report on George Stephenson  Poem about a steam train  Recount of school trip. | | **English:**  Sharing traditional tales  Retell stories in own words  Letter to the wolf  Look at alternatives to traditional tales  Poetry/ riddles  Instructions on making puppet | | **English:**  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 | | | | | | **English:**  Application for a job on a pirate ship  Message in a bottle  Adventure story about a pirate  Poetry, if I were a pirate…. | **English:**  Setting description of Scutari Hospital  Florence’s diary  Letter from Florence asking for help  Account of Edith’s life  Interview of a soldier about how Florence helped them. | | |
| **PSHE & RSE:**  **Staying Safe and Well**  New Beginnings Healthy Body & Mind  Growing and Changing  Keeping Safe | | **RE:**  Y1: Belonging - Christianity & Christmas  Y2: Sacred Texts - Islam & Christmas | **PE:**  Gymnastics  Games Skills  SAQ – balance & coordination | **PSHE & RSE:**  **Relationships**  Feelings and Emotions  Healthy Relationships  Valuing Differences | | **RE:**  Y1: Belonging – Islam & Easter  Y2: Sacred Texts – Judaism & Easter | | **PE:**  Dance  Games skills  Tennis skills | | **PSHE & RSE:**  **Our World**  Rights & Responsibilities  Taking Care of the Environment  Money Matters | **RE:**  Y1: Founders and Leaders – Islam & Belonging – Sikhism  Y2: Sacred Texts – Sikhism & Founders & Leaders - Sikhism | | **PE:**  Athletics  Tennis skills  Striking & fielding |
| **Rationale: *George Stephenson*** | | **Rationale: *The House that Jack Built*:** | | **Rationale *Noah’s Ark*:** | | | | | | **Rationale *Treasure Island*:** | **Rationale: *Florence and Edith*:** | | |
| This topic builds on the EYFS topic holidays where children explore rail travel to and from seaside towns. This topic provides children with the opportunity to begin their KS1 historical learning right in the town that they live in. Most, if not all, will have seen trains and railways in the local area and this helps contextualise the knowledge that Stephenson’s Rocket and the development of the first public railway line (Stockton Darlington) were very much local aspects that had huge national and even international ramifications. They look at the causes and effects of railways locally, nationally and internationally, as well as ascertaining why Stephenson is considered a local hero.  In UKS2 children go on to study the industrial revolution with a particular focus on railways and how it impacted our local area. | | Lots of hands on investigations in science to help engage children in science activities.  Y1: helps link to work from FS on traditional tales.  Retelling of stories in literacy which is a nice way to get them back into writing tasks.  Links to learning poetry in reading objectives.  Children get to use different materials to make their own houses/ puppets in DT. | | 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.  To share an example of a Christian story.  LKS2 will develop on from here through their endangered animals topic where they move onto classification of animals. | | | | | | 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.  This is a short half term and Year 2 are working towards their SATs and this topic has the least objectives to be covered.  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.  This topic helps children understand the wider world and the continents and oceans that make up our world. | 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.  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.  We are introducing children to important historical people and their influence on the world.  Children get to think about how hospitals have changed over the last 200 years.  To look at the role of women in the past and how this has changed.  To understand more about the United Kingdom and its four countries. | | |