

## Swarland Primary School Curriculum

The following document aims to give an overview of the curriculum delivered at our school for our KS1 pupils. It has been designed to provide rigour, challenge, engagement, continuity and progression with breadth and depth of subject knowledge.

It has been constructed using our curriculum principles which can also be downloaded from our website.

The curriculum is a working document and subject to change as it is adapted to cater for individual needs and children's interests.

# Swarland Primary School Long Term Plan For Personal, Social, Health, Emotional Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>K S I C Y C L E A</b>	<p><b>Theme: Castles</b></p> <p><b>HEALTHY LIVING MENTAL HEALTH</b></p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings; to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>RELATIONSHIPS - SAFE RELATIONSHIPS</b></p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>		<p><b>Theme: Why Am I So Special</b></p> <p><b>HEALTHY LIVING OURSELVES GROWING &amp; CHANGING</b></p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p><b>LIVING IN WIDER WORLD ASPIRATIONS &amp; CAREERS</b></p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>		<p><b>Theme: Wild animals &amp; plants</b></p> <p><b>LIVING IN WIDER WORLD - SHARED RESPONSIBILITY</b></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p><b>LIVING IN WIDER WORLD - COMMUNITIES</b></p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p><b>LIVING IN WIDER WORLD - ECONOMIC WELL BEING &amp; MONEY</b></p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	

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**Theme: Fire & Ice**  
**HEALTHY LIVING - KEEPING SAFE**  
 H28. about rules and age restrictions that keep us safe  
 H29. to recognise risk in simple everyday situations and what action to take to minimise harm  
 H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  
 H31. that household products (including medicines) can be harmful if not used correctly  
 H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  
 H33. about the people whose job it is to help keep us safe  
 H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

**Theme: Weather & Seasons**  
**HEALTHY LIVING MENTAL HEALTH**  
 H11. about different feelings that humans can experience  
 H12. how to recognise and name different feelings  
 H13. how feelings can affect people's bodies and how they behave  
 Firework Safety Code  
**RELATIONSHIPS - FAMILIES & CLOSE POSITIVE RELATIONSHIPS**  
 R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  
 R2. to identify the people who love and care for them and what they do to help them feel cared for  
 R3. about different types of families including those that may be different to their own  
 R4. to identify common features of family life  
 R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

**Theme: Space**  
**RELATIONSHIPS - RESPECTING OTHERS & SELF**  
 R21. about what is kind and unkind behaviour, and how this can affect others  
 R22. about how to treat themselves and others with respect; how to be polite and courteous  
 R23. to recognise the ways in which they are the same and different to others  
 R24. how to listen to other people and play and work cooperatively  
 R25. how to talk about and share their opinions on things that matter to them  
**RELATIONSHIPS MANAGING HURTFUL BEHAVIOUR & BULLYING**  
 R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  
 R11. about how people may feel if they experience hurtful behaviour or bullying  
 R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

**Theme: Pirates & Islands**  
**LIVING IN WIDER WORLD - MEDIA LITERACY & DIGITAL RESILIENCE**  
 L7. about how the internet and digital devices can be used safely to find things out and to communicate with others  
 L8. about the role of the internet in everyday life  
 L9. that not all information seen online is true

**Theme: Heroes & Villains**  
**HEALTHY LIFESTYLES- PHYSICAL WELL BEING**  
 H5. simple hygiene routines that can stop germs from spreading  
 H6. that medicines (including vaccinations and those that support allergic reactions) can help people to stay healthy  
 H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  
 H8. how to keep safe in the sun and protect skin from sun damage  
 H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  
 H10. about the people who help us to stay physically healthy

**Theme: Heroes & Villains**  
**RELATIONSHIPS - FRIENDSHIPS**  
 R6. about how people make friends and what makes a good friendship  
 R7. about how to recognise when they or someone else feels lonely and what to do  
 R8. simple strategies to resolve arguments between friends positively  
 R9. how to ask for help if a friendship is making them feel unhappy  
 H5 Changes - explore natural changes in people's lives, loss and associated feelings - moving home, losing pets.moving class  
**RELATIONSHIP - SAFE RELATIONSHIPS**  
 R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  
 R14. that sometimes people may behave differently online, including by pretending to be someone they are not  
 R15. how to respond safely to adults they don't know  
 R16. about how to respond if physical contact makes them

	<p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>					<p>feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>
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# Swarland Primary School Long Term Plan For Design Technology

	Autumn 2	Spring 2	Summer 1
<b>KS 1 CY CL E A</b>	<p><b>Theme: Castles</b></p> <p>To design and create a moving picture for a young child's book using a mechanism of sliders, wheels with split pins or lever with pivots. Investigate existing moving mechanisms in books including pops ups, sliders and levers. Evaluate effectiveness of these and use to inspire their design. Create different mechanisms of levers, wheel rotation and sliders following demonstrations. Use existing products to inspire design of own mechanism for a moving picture. Consider suitability of materials and mechanism for design. Measure lengths of levers and sliders. Look at ergonomics of mechanism. Evaluate their product against design criteria.</p> <p>Levers &amp; mechanisms.</p>	<p><b>Theme: Why Am I So Special?</b></p> <p>To design and create a healthy, refreshing fruit salad, that could be served at school. Cooking and nutrition - know what constitutes healthy food and diet. Know where some of the common fruits come from. Provide first hand experiences of fruits exploring vocabulary to describe taste and texture. Design and make a fruit salad using a variety of cutting skills including the bridge and claw grip. Peel, grate, slice, squeeze using a range of tools with supervision on softer foods. Design with a focus on research of popular fruits, appearance, taste and texture. Know the importance of washing hands for food hygiene before food preparation.</p> <p>Cooking &amp; nutrition.</p>	<p><b>Theme: Wild Animals &amp; Plants</b></p> <p>To design and create an animal hand puppet for a young child. Investigate existing puppets to see how they work. Know what is appealing about them for their target audience. Use this to help create design criteria which must be met to be successful. Know how to use these ideas to inspire their own ideas rather than copy. Know who they are designing and making the puppet for, the purpose of the puppet and how it would work, and the specific criteria their product. Know how to use a template to draw around. Know how to join two pieces of felt together by sewing using a wrap-around or running stitch. Know how to thread a needle and begin to tie simple knots. Test the final product and suggest improvements.</p> <p>Materials &amp; textiles</p>

<b>KS 1 CY CL E B</b>	<b>AUTUMN 2</b> <b>Theme: Fire &amp; Ice</b> To design and create a bread roll of your choice. Know that all food comes from plants or animals and can identify some foods from each group. Can follow basic food safety rules when preparing and cooking food. Investigate a range of bread rolls. Describe the taste of a range of ingredients used in the bread. Identify what they like and dislike about the food they have tasted. Follow simple recipe instructions, either in simple sentences or using pictures. Know how to sift flour into bowl and mix, stir and combine liquid and dry ingredients. Know how to use hands to shape dough in to small balls or shapes. Understand that bread is put into an oven to heat the ingredients. Know how to apply finishing touches to improve appearance of final product.  Cooking & nutrition	<b>SPRING 1</b> <b>Theme: Space</b> To design and make a moving moon buggy with wheel and axel mechanism. Find out about existing moon buggies. Know what the key features are and their purpose. Use this to inform design criteria. Know how to make a variety of wheel and axel mechanisms following demonstrations and modelling using pegs, card axel holders, straws, dowel, saws. Select appropriate joining techniques using a range of materials such as glue, tape. Know how to solve problems of appropriate axle length and wheel diameter to ensure functionality. Test the product. Use measuring skills. Evaluate how well their product meets the design. Modify and suggest improvements.  Wheels & axels mechanisms	<b>SUMMER 1</b> <b>Theme: Heroes &amp; Villains</b> Design and make a superhero logo. Explore existing products designs and evaluate their impact. Use fabric pens, stitching and glueing to create design on a T shirt. Graphic design.  Suggest what they like and dislike about logos and costumes, beginning to give reasons for their decisions. Using this knowledge children generate design criteria. Using templates, children generate and discuss own ideas. Know who their product is for and design a logo suitable for their hero. Know how to test their ideas, take feedback from others and modify accordingly. Evaluate their ideas and products against their own design criteria.  Graphic design

<b>Swarland Primary School Long Term Plan For Art</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

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**Topic: Castles**  
**Theme: Painting and mixed media - Colour splash**  
 Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.  
**Outcomes:**

- Name the primary colours.
- Explore coloured materials to mix secondary colours.
- Mix primary colours to make secondary colours.
- Apply paint consistently to their printing materials to achieve a print.
- Use a range of colours when printing.
- Mix five different shades of a secondary colour.
- Decorate their hands using a variety of patterns.
- Mix secondary colours with confidence to paint a plate.
- Describe their finished plates.

**Vocab:** blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick

**AUTUMN**

**Topic: Why Am I So Special?**  
**Theme: Drawing - Mark your mark**  
 Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.  
**Outcomes:**

- Show knowledge of the language and literacy to describe lines.
- Show control when using string and chalk to draw lines.
- Experiment with a range of mark-making techniques, responding appropriately to music.
- Colour neatly and carefully, featuring a range of different media and colours.
- Apply a range of marks successfully to a drawing.
- Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

**Vocab:** 2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly

**SPRING**

**Topic: Wild animals & plants**  
**Theme: Sculpture and 3D - Clay houses.**  
 Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.  
**Outcomes:**

- Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
- Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
- Roll a smooth tile surface.
- Join clay shapes and make marks in the tile surface to create a pattern.
- Draw a house/castle design and plan how to create the key features in clay.
- Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

**Vocab:** casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score

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**Topic: Fire & Ice**

**Theme: Painting and mixed media - Life in colour**

Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.

**Outcomes:**

- Name the primary and secondary colours.
- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.

**Topic: Pirates & Islands**

**Theme: Craft it out - Map it out**

Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.

**Outcomes:**

- Sort map images into groups, explaining their choices.
- Draw a map of their journey to school, including key landmarks and different types of mark-making.
- Follow instructions to make a piece of felt that holds together and resembles their map.
- Decide how to place 'jigsaw' pieces to create an abstract composition.
- Make choices about which details from their map to include in a stained glass.
- Cut cellophane shapes with care and arrange them into a pleasing composition.
- Design a print with simple lines and shapes, making improvements as they work.

**Topic: Cultural Topic**

**Theme: Drawing - Tell a story**

Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.

**Outcomes:**

- Suggest ways to draw a word through marks. Use relevant language to describe how an object feels.
- Suggest ways to create different textures through drawn marks.
- Freely experiment with different tools, receiving encouragement when needed.
- Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing.
- Use an interesting range of marks that show an understanding of how to draw different textures.
- Make sketches, which may be of basic stick-like figures or may imply more shapes.
- Develop sketches into a character, with some support, adding details to enhance their character.
- Demonstrate an understanding of how drawing facial features in different ways conveys expressions.



<ul style="list-style-type: none"> <li>• Talk about their ideas for an overall collage.</li> <li>• Try different arrangements of materials, including overlapping shapes.</li> <li>• Give likes and dislikes about their work and others'.</li> <li>• Describe ideas for developing their collages.</li> <li>• Choose materials and tools after trying them out.</li> </ul> <p><b>Vocab:</b> collage detail mixing primary colour secondary colour surface overlap texture</p>	<ul style="list-style-type: none"> <li>• Follow a process to make and print from a polystyrene tile.</li> <li>• Choose a favourite artwork, justifying their choice.</li> <li>• Annotate their favourite artwork with relevant evaluation points.</li> <li>• Take an active part in decisions around how to display their artworks in the class gallery.</li> </ul> <p><b>Vocab:</b> abstract fibre composition curator design design brief evaluate felt gallery imaginary inspired landmarks mosaic overlap</p>	<ul style="list-style-type: none"> <li>• Recount a story and select key events to draw.</li> <li>• Create scenes from their own imagination, with some support.</li> </ul> <p><b>Vocab:</b> blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell</p>
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## Swarland Primary School Long Term Plan For Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS 1 CY CLE A</b>	<p><b>Theme: Castles</b> COMPUTER SYSTEMS - Technology Around Us Technology in our classroom, using technology, developing mouse skills, using keyboard and developing skills, using technology.</p>		<p><b>Theme: Why Am I So Special?</b> CREATING MEDIA - Digital Painting &amp; Making Music How can we paint using a computer, using shape and lines, making careful choices, painting independently, comparing computer art and paintings How music makes us feel, rhythm and patterns, how music can be used, notes and tempo, creating digital music, review and edit music</p>		<p><b>Theme: Wild animals &amp; plants</b> DATA &amp; INFORMATION - Grouping data Label and matching, grouping and counting, describing an object, making different groups, comparing groups, answering questions</p>	
<b>KS 1 CY CL E B</b>	<p><b>Theme: Fire &amp; Ice</b> COMPUTER SYSTEMS - Using Technology What is information technology? Where have we seen it, how does it improve our world, safe use of ICT, using It responsibly.</p>	<p><b>Theme: Weather &amp; Seasons</b> CREATING MEDIA - Digital Photography Devices, landscape or portrait, what makes a good photograph, lighting and focus, effects, is it real.</p>	<p><b>Theme: Space</b> PROGRAMMING - Introduction to animation Comparing tools, joining blocks, making changes, adding sprites, project design, following designs</p>	<p><b>Theme: Pirates &amp; Islands</b> PROGRAMMING - Robot algorithms Giving instructions, same but different, making predictions, mats and routes, algorithm design, debugging</p>	<p><b>Theme: Heroes &amp; Villains</b> DATA &amp; INFORMATION - Pictograms Counting and comparing, enter the data, creating pictograms, what is an attribute, comparing people, presenting information</p>	

## Swarland Primary School Long Term Plan For Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>K S 1 C Y C L E A</b>	<b>Theme: Castles</b> Gymnastics & apparatus Travelling high and low using various body parts and on various apparatus. Develop balance, agility and co-ordination. Dance Perform a range of dances using simple movement patterns.		<b>Theme: Why Am I So Special?</b> Movement Basic movement skills, including running, jumping, throwing, and catching. Balance, agility and coordination. Team Games Team games, developing simple skills and tactics to attack and defend. Swimming lessons.		<b>Theme: Wild animals &amp; plants</b> Athletics Sports day activity preparation and training. Develop flexibility, strength, technique, control and balance, for example through athletics.	

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**Theme: Fire & Ice**

Gymnastics & apparatus  
Travelling high and low using various body parts and on various apparatus.  
Develop balance, agility and co-ordination.

**Theme: Weather & Seasons**

Dance  
Perform a range of dances using simple movement patterns.

**Theme: Space**

Movement  
Basic movement skills, including running, jumping, throwing, and catching. Balance, agility and coordination.

**Theme: Pirates & Islands**

Team Games  
Team games, developing simple skills and tactics to attack and defend

**Theme: Heroes & Villains**

Athletics  
Sports day activity preparation and training.  
Develop flexibility, strength, technique, control and balance, for example through athletics.

<b>Swarland Primary School Long Term Plan For Key Stage 1 Science</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

# KS 1 CY CLE A

## SEASONS

### Key Knowledge:

- Observe & describe changes across the four seasons (*including direct experience of their world & day length*). Observe, describe, measure & record weather across the four seasons (*temperature, wind, brightness/cloudiness, snow/rain/dry, etc. Make & use weather gauges*).

### Working Scientifically:

#### Explaining Science

- Use & remember science words during an activity
- Remember simple science facts within a topic
- Describe what is happening using science

#### Data, Tables & Graphs

- Use simple tables, recording in words and numbers
- Use a frame to add to pictograms & block charts
- Add to block charts by counting up

### Key Vocabulary:

Season, sun, sky, autumn, winter, spring, summer, day, week, month, year, weather, hot, warm, cool, cold, sunny, cloudy, snowy, rainy, dry, windy, still, light, dark, senses, temperature, day-length, **table of results, record, tally, pictogram, block-chart, axis, coordinate.**

## LIGHT AND SHADOWS

### Key Knowledge:

- Identify a range of light sources (natural & man-made). Identify the sun as a light source (safety; care when observing).
- Observe & quantify (*cubes, resources, etc*) the brightness of a light source (*links into Energy Transfer Model in KS2*).
- Observe & describe light coming from a light source. Observe & describe brightness close to and further away from a light source.
- Observe how materials behave with light (*reflective - shiny/dull; light passes through - transparent/opaque*)
- Describe how a shadow forms (*opaque materials block light*)
- Observe the sun moving across the sky (sun dial). Describe changes in day-length across the seasons.
- Know how to stay safe in the bright sunlight and in the dark.

### Working Scientifically:

#### Explaining Science

- Use & remember science words during an activity
- Describe what is happening using science
- Add science word labels to diagrams

#### Data, Tables & Graphs

- Measure numbers on a number track
- Use simple tables, recording in words and numbers
- Add to block charts by counting up

### Key Vocabulary:

Light, dark, sun, day-length, brightness (intensity), source, eye, material, reflected, reflection, reflective, shiny, dull, transparent, opaque, blocked, shadow, sun, sky, suncream (block), polaroid, **table of results, record, tally, pictogram, block-chart, axis, coordinate.**

## ANIMALS INC HUMANS

### Key Knowledge:

- Identify, name, describe features of and compare common vertebrates (fish, amphibians, reptiles, birds & mammals).
- Explore, identify & answer questions about animals in their habitat. (*Know how to care for pets & animals in a habitat*).
- Identify & name common carnivores, herbivores & omnivores (*including those identified from a habitat*).
- Identify, name, draw & label basic human body parts.
- Know the five senses and link these to human body parts.

### Working Scientifically:

#### Explaining Science

- Use & remember science words during an activity
- Remember simple science facts within a topic
- Add science word labels to diagrams

#### Making Conclusions

- Use simple yes/no statements
- Group by difference or similarity

### Key Vocabulary:

Animal, vertebrate (backbone), invertebrate (exoskeleton), fish, amphibian, , reptile, bird, mammal, scales, fins, gills, lung, scales, fur, carnivore, herbivore, omnivore, habitat, pet, head, hair, ears, eyes, nose, mouth, tongue, teeth, neck, arm, elbow, shoulder, hands, fingers, leg, knee, ankle, feet, toes, sight, hearing, touch, taste, feeling, **sort, group, classify, feature (criteria), spider key.**

## ANIMALS INC HUMANS

### Key Knowledge:

- Animals (including humans) have offspring which grow into adults. *Compare to other animal life cycles.*
- Animals need water, food and air (*oxygen*) to survive.
- It is important to exercise, eat the right amounts of different types of food and keep ourselves clean (hygiene).

### Working Scientifically:

#### Explaining Science

- Use & remember science words over a short time
- Use science to describe & recall what I have seen
- Add science labels & information (help) to diagrams

#### Data, Tables & Graphs

- Measure labelled divisions on a number line
- Use a simple table recording in words & numbers (inc. tally)
- Construct pictograms & block charts

### Key Vocabulary:

Baby, offspring, toddler, child, adolescent, teenager, adult, reproduction, growth, water, hydrated, food, nutrition, diet, balanced, air, oxygen, breathing, respiration, exercise, fitness, heart rate, pulse, hygiene, microbes (bacteria, viruses, fungi), **number track, number line, division, table of results, cause, effect, pictogram, block, block chart, bar, bar chart, axes, coordinate.**

## PLANTS

### Key Knowledge:

- Identify & describe the basic structure of flowering plants.
- Identify, name & observe a variety of common plants (garden/wild/veg plants, trees) *growing in their habitat*
- Identify deciduous & evergreen trees (*features & through their yearly life cycle (Big Picture). Link to seasons*).

### Working Scientifically:

#### Explaining Science

- Use & remember science words during an activity
- Describe what is happening using science
- Add science word labels to diagrams

#### Making Conclusions

- Use simple yes/no statements
- Group by difference or similarity

### Key Vocabulary:

Plant, leaf, stem (trunk, branch), root, flower (petals), bud, fruit, seed, bulb, grow, evergreen, deciduous, spring, summer, autumn, winter, (hibernate), (chlorophyll - green substance in leaves that 'makes' food), **sort, group, classify, feature (criteria), spider key.**

## PLANTS

### Key Knowledge:

- Know and describe the stages as seeds (& bulbs) grow into mature plants (*life cycle of a flowering plant*).
- Know that plants need water, light and a suitable temperature to grow and stay healthy.

### Working Scientifically:

#### Designing Experiments

- Use a range of equipment correctly
- Identify the cause variable correctly
- Follow short spoken & written instructions in order

#### Making Conclusions

- Describe features and patterns in data and charts
- Describe the changes that have happened
- Suggest a different way to do things with help

### Key Vocabulary:

Leaf, leaf vein, mid-rib, stem, root, flower, bud, shoot, tap root, side root, seed, bulb, germinate, grow, cotyledon, seedling, adult, water, light, temperature, survive, reproduction, **experiment, variable, observe, measure, cause, effect, comparative test, fair test, method, data range, predict, pattern.**

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**EVERYDAY MATERIALS**

Key Knowledge:

- Describe the materials that a range of objects are made from.
- Describe simple physical properties of a variety of everyday materials.
- Compare & group a variety of everyday materials using their physical properties.

Working Scientifically:

**Explaining Science**

- Use & remember science words during an activity
- Remember simple science facts within a topic
- Add science word labels to diagrams

**Classification**

- Group by difference or similarity
- Link properties of materials to an application (help)

Key Vocabulary:

Object, material, wood, metal, plastic, wool, cotton, nylon, paper, cork, glass, rock, fabric, ceramic, rope, concrete, brick, rubber, sponge, elastic, foil, ice, property, rigid, flexible, hard, soft, waterproof, absorbent, warm, cold, rough, smooth, dull, shiny, opaque, transparent, **sort, group, classify, criteria**

**USES OF EVERYDAY MATERIALS**

Key Knowledge:

- Can describe the properties of a range of everyday materials.
- The uses (application) of a variety of everyday materials.
- There are three states of matter. Know the properties of solids, liquids and gases.
- The shape of solid objects can be changed by squashing, bending, twisting and stretching.

Working Scientifically:

**Classification**

- Group by difference or similarity
  - Link properties of materials to an application
- Designing Experiments**
- Use a range of equipment correctly
  - Identify the cause variable correctly
  - Follow short spoken & written instructions in order

Key Vocabulary:

Object, material, wood, metal, plastic, wool, cotton, paper, cork, rock, glass, fabric, ceramic, rope, concrete, brick, rubber, sponge, elastic, foil, ice, water, water vapour, property, rigid, bendy (flexible), hard, soft, waterproof, absorbent, warm, cold, rough, smooth, dull, shiny, opaque, transparent, application, solid, liquid, gas, squash, bend, twist, stretch, force, **sort, group, classify, criteria, equipment, variable, variable label, cause, effect, investigation, range, method.**

**PUSHES AND PULLS**

Key Knowledge:

- Recognise & name a push and a pull force in action.
- Know that a force is needed to move an object.
- Explore & investigate that a bigger force is needed to move an object further.
- A bigger force is needed to move a heavier object.
- Force can be bigger / smaller and moves an object in a direction (links to Force Arrow Model in KS2)

Working Scientifically:

**Explaining Science**

- Use & remember science words during an activity
- Remember simple science facts within a topic
- Add science word labels to diagrams
- Designing Experiments
- Suggest what might happen in an investigation
- Begin to describe the cause variable in an investigation
- Follow demo, spoken & picture instructions in order

Key Vocabulary:

Force, push force, pull force, move, bigger, smaller, more, less, harder, softer, heavier, lighter, direction, **variable, cause, effect, prediction, method.**

**BUILDING CIRCUITS**

Key Knowledge:

- Know appliances that need electricity (power/energy source) to work (mains, battery, rechargeable, etc).
- Can name (with their symbol) and use components correctly and safely in a simple circuit.
- Can build simple closed series circuits from instructions.
- Can identify dangers and know how to use electricity safely in the home and classroom. (Care with term 'power' to describe electricity at this early stage in learning. It is not wrong but does not build understanding (Energy Transfer Model) for later work in KS2).

Working Scientifically:

**Explaining Science**

- Use & remember science words over a short time
  - Use science to describe & recall what I have seen
  - Add science labels & information (help) to diagrams
- Designing Experiments**
- Use a range of science equipment correctly
  - Notice risk in my investigation & know common dangers
  - Follow short spoken & written instructions in order

Key Vocabulary:

Electricity, source, flow / transfer, circuit, closed / open, series, mains supply, battery, appliance, rechargeable, plug, socket, wire, bulb, buzzer, motor, conductive, non-conductive, component, switch, clips, symbol, **risk, method, predict (prediction).**

**LIVING THINGS AND THEIR HABITATS**

Key Knowledge:

- Know the differences between things that are living, dead and those that have never been alive.
- Describe how habitats give a place for animals and plants to live, grow and feed. Show how living things are suited to their habitat (microhabitat).
- Identify and name plants and animals in their habitats.
- Describe food chains. Identify and name sources of food.

Working Scientifically:

**Explaining Science**

- Use & remember science words over a short time
- Use science to describe & recall what I have seen
- Add science labels & information (help) to diagrams

**Classification**

- Use spider keys with obvious differences
- Group by difference, similarity or change

Key Vocabulary:

Living, dead, non-living, movement, respiration, breathing, energy, sensitivity, sight, touch, hearing, smell, taste, growth, reproduction, offspring, excretion, waste, nutrition, habitat, microhabitat, conditions, adapted, adaptation, light, temperature, water, humidity, food chain, feeding, **sort, group, classify, criteria, spider key.**

## Swarland Primary School Long Term Plan For KS1 Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>C Y C L E A</b>	<p><b>Theme: Castles</b></p> <p>Music Express - Ourselves (5-6 &amp; 6-7) Toys (6-7)</p> <ul style="list-style-type: none"> <li>Sing chants and rhymes. E.g. Oats and Beans and Barley grow. I'm a train.</li> <li>Listen to classical music. E.g Mozart and Pop music . E.g Kate Bush</li> <li>Begin to move rhythmically</li> <li>Add actions to songs.</li> <li>Walk, move or clap a steady beat.</li> <li>Use classroom instruments to create musical sound effects. Give a reason for choosing an instrument</li> <li>Creating and responding to vocal sounds.</li> <li>Explore how to change sounds.</li> </ul>		<p><b>Theme: Why Am I So Special?</b></p> <p>Music Express - Schools (5-6) Bodies (5-6 &amp; 6-7)</p> <ul style="list-style-type: none"> <li>Sing call and response songs. Boom Chicka Boom. Kye, Kye Kule (Ghana)</li> <li>Listen to rock n roll and blues music, Eg. Ma Rainey, Elvis -Hound Dog.</li> <li>Make different sounds with their voices.</li> <li>Listen to sounds in the local school environment - comparing high and low sounds and long and short sounds.</li> <li>Analyse the dynamics and durations of sounds around school. Be able to tell the difference.</li> <li>Copy simple rhythmic patterns.</li> <li>Recognise how graphic notation can represent created sounds. Invent own symbols.</li> <li>Respond to the mood of music.</li> <li>Identify, combine, invent and perform rhythm patterns.</li> <li>Use action to show pitch changes.</li> <li>Explore how sounds can be made using percussion and tuned instruments.</li> <li>Capture, change and combine sounds using music technology.</li> </ul>		<p><b>Theme: Wild animals &amp; plants.</b></p> <p>Music Express - Animals (5-6 &amp; 6-7) &amp; Patterns (5-6 &amp; 6-7)</p> <ul style="list-style-type: none"> <li>Sing simple songs within a small range. Bounce high, bounce low.</li> <li>Listen to traditional music E.g Brazilian Samba.</li> <li>Respond to different moods in music</li> <li>Recognise repeated patterns. Create, retain and perform their own rhythm patterns.</li> <li>Follow instructions on how to play and sing.</li> <li>Tell the difference between fast and slow tempo. Respond to the pulse of recorded or live music through movement.</li> <li>Perform word pattern chants.</li> <li>Follow simple pictures and symbols to guide singing and playing</li> <li>Identify 2 types of sound happening at the same time.</li> </ul>	

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**Theme: Fire & Ice.**  
**Music Express -**  
**Machines.(5-6)**  
**Weather (5-6)**

- Sing regularly within a small pitch range with increasing control.  
 Eg. Hello, How are you?
- Listen to Ravel's Bolero.
- Perform with others - a steady beat.
- Understand that the speed of the beat can change, creating a faster or slower tempo.
- Control changes in speed. Playing at different speeds.

**Theme: Weather & Seasons.**  
**Music Express -**  
**Weather (6-7) &**  
**Seasons (5-6 & 6-7)**

- Sing 'Rain Rain go away.'
- Listen to The Beatles -Help
- Mark the beat of a listening piece by tapping/clapping an increasing or decreasing tempo.
- Play rhythmic patterns in a contrasting tempo keeping to a pulse.
- Perform with a large ensemble.

**Theme: Space.**  
**Music Express -**  
**Number (5-6 and**  
**6-7)**

- Sing songs within a small pitch range accurately. Eg. Star light Star bright.
- Listen to Holst - Mars from The Planets
- Order sounds to create a beginning, middle and end
- Use symbols to represent sound.
- Make connections between notations and musical sound
- Use actions to show pitch changes.

**Theme: Pirates & Islands.**  
**Music Express -**  
**Water (5-6 & 6-7)**  
**& Our land (6-7)**

- Sing Dragon Dance or Mr Knickerbocker.
- Listen to Anna Clyne's Night Ferry.
- Use simple structures in a piece of music.
- Know the meaning of dynamics and tempo.
- Begin to group beats into two's and three's by tapping the strongest beat and clapping the remaining beats.

**Theme: Heroes & Villains.**  
**Music Express - Storytime (5-6 & 6-7) &**  
**Travel (5-6 & 6-7)**

- Sing songs different in tradition - An acre of land (UK), Charti Kula beng (Bangladesh).
- Listen to cultural music, including Indonesian Gamelan music.
- Listen out for particular things when listening to music.
- Know the meaning of dynamics and tempo and be able to demonstrate these by responding to a leader's directions or visual symbols.
- Recognise sounds that move by step and by leaps.
- Identify the beat groupings in familiar music.
- Improve their own work



## Swarland Primary School Long Term Plan For Religious Education Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS 1 CY CL E A</b>	1.2: Who do Christians say made the world? (UC: Creation)	1.3: Why does Christmas matter to Christians? (UC: Incarnation)	1.6: Who is Muslim and how do they live? (Part 1)	1.7: Who is Jewish and how do they live? (Part 1)	1.4: What is the 'Good News' Christians believe Jesus brings? (UC: Gospel)	1.8: What makes some places sacred to believers?
<b>KS 1 CY CL E B</b>	1.1: What do Christians believe God is like? (UC: God)	1.7. Who is Jewish and how do they live? (Part 2)	1.10: What does it mean to belong to a faith community?	1.5: Why does Easter matter to Christians? (UC: Salvation)	1.6: Who is Muslim and how do they live? (Part 2)	1.9: How should we care for the world and for others and why does it matter?

Christianity (Understanding Christianity)	Multi-faith Comparative Units	Muslim Units	Jewish Units	Hindu units	Non-Religious Worldviews Units
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## Swarland Primary School Long Term Plan For English

<b>CYCLE A Autumn Term 1</b>	<b>CYCLE A Autumn Term 2</b>	<b>CYCLE A Spring Term 1</b>	<b>CYCLE A Spring Term 2</b>	<b>CYCLE A Summer Term 1 Summer Term 2 Cultural topic</b>
<b>Theme: Castles</b>	<b>Theme: Castles</b>	<b>Theme: Why Am I so Special? (Victorians)</b>	<b>Theme: Why Am I so Special? (Victorians)</b>	<b>Theme: Wild animals &amp; plants (Rainforest)</b>
<b>Texts: Owl Babies by Martin Wardell Funny Bones by Alan Ahlberg It's Beautiful to be a Quirk'- Rainbow Fish Marcus Pfister</b>	<b>Texts: Remembrance ' War game' by Michael Foreman</b>	<b>Texts: Oliver Twist Charles Dickens Alice In Wonderland - Lewis Carol</b>	<b>Texts: Beatrix Potter Stories</b>	<b>Texts: The Great Kapok Tree by Lynne Cherry</b>
Poetry Narrative Instructional writing	Poetry Narratives - historical Letter writing Instructional writing and reading Drama	Character profiles Narrative Poetry Instructional writing Book reviews	Narrative Non chronological reports	Narrative 2 weeks Non chronological reports 2 weeks Poetry 2 weeks
Year 1 & 2- Reading-To draw on what they already know or on background information and vocabulary provided by the teacher. To make inferences on the basis of what is being said or done. To discuss what they have written with the teacher and other children. To write for different purposes To write down key words and ideas, including new vocabulary. P.S.H.E focus Retrieving information from a text- create a field of white. Use P4C to explore the concept of 'Uniqueness'. Retelling the story.	Literacy- Reading- To listen to and discuss a range of poems. To Link what they read to their own experiences Writing- To write poetry, writing down ideas and key words, including new vocabulary To write about real events To sequence sentences to form short narratives Listen and respond to the story of Guy Fawkes- sequence the story to retell. Design own firework using adjectives to describe it Firework poems To participate in discussions, taking turns and listening to what others say.	Reading- To develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems and stories at a level beyond which they can read independently. To discuss the sequence of events in books and how items of information are related. To discuss their favourite words and phrases. Writing-To compose a sentence orally before writing it. To sequence sentences to form short narratives. To punctuate sentences.	Reading- To develop pleasure in reading and motivation to read. To become familiar with Key stories, retelling them and considering their particular characteristics. To participate in discussion about what is being read to them and discuss new vocabulary. To explain clearly their understanding of what is being read to them. Discussing the sequence of events in books and how different items are related Writing- sequencing sentences to form short narratives. To punctuate sentences correctly. Planning what they are going to write about.	Descriptive writing Sense descriptions. Using a rainforest picture as a stimulus, children write sense descriptions, imagining what they would be able to see, hear, smell, taste and touch. Writing- writing for different purposes, writing down key ideas and/or key words, including new vocabulary, to use expanded noun phrases to describe and specify. Describing a rainforest creature Describing a new creature from the rainforest. Children choose a rainforest creature and write a description of it, using similes, adjectives, adjectival phrases. Children design their own imaginary

<p>Year 1- Reading - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics , discussing word meanings, linking new meanings to those already known.</p> <p>Writing - sequencing sentences to form short narratives.</p> <p>Year 2- Reading - discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Writing down new ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence.</p> <p>Rainbow Fish.' Identifying adjectives in the text and suggesting further adjectives to describe the characters in the book.</p> <p>Looking at the definition of new words in the text. Using dictionaries to find the definition of new vocabulary.</p> <p>Retell the story of the Rainbow Fish.</p> <p>Year 1- Reading - Being encouraged to link what they read or hear read to their own experiences</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>discussing word meanings, linking new meanings to those already known.</p> <p>Writing - sequencing sentences to form short narratives</p> <p>re-read what they have written to check that it makes sense.</p> <p>Year 2- Reading - discussing the sequence of events in books and how items of information are related</p>	<p>Use story as a starting point to discussing Remembrance Day. Focus on Christmas Truce</p> <p>P4C- forgiveness/ peace</p> <p>Write a letter home describing what life was like in the trenches. To write fictional narratives</p> <p>To plan what they are going to write about</p> <p>To write down key ideas/vocabulary.</p> <p>Red- A crayon's story'</p> <p>P4C- what makes us the same/different?</p> <p>Create a world where everything in it is a particular colour and write a description of it. To become increasingly familiar with and retelling a range of traditional stories</p> <p>To discuss and clarify the meanings of new words</p> <p>To ask and answer questions</p> <p>To make inferences on the basis of what is being said and done. Diwali Sequencing the story</p> <p>Living graph- How do key characters feel at different points in the story?</p> <p>Diwali recipes- making Barfi.</p> <p>To be introduced to non-fiction books that are structured in different ways</p> <p>To discuss and clarify the meanings of new words</p> <p>To write for different purposes</p> <p>To evaluate their writing with the teacher and other pupils.</p> <p>Instructions- Children read, follow and write instructions to create items associated with each country's traditions.</p> <p>To discuss the sequence of events in stories and how items of information are related</p> <p>To draw on what they already know and information provided to them by the teacher</p>	<p>To write for different purposes- character profile/ narrative description.</p> <p>Alice in Wonderland By Lewis Carroll</p> <p>Complete character profile of Alice- surrounding a picture of her with words to describe her appearance and words inside an outline to describe her personality. Link to evidence from the text .</p> <p>Chn imagine their have eaten or drank something to make them smaller- go out into the forest to generate ideas of what they might see, hear, smell etc. Write a paragraph describing what happened when they shrank.</p> <p>Writing- To write about real events.</p> <p>To make inferences on the basis of what is being said or done.</p> <p>To write poetry</p> <p>To write for different purposes- instructions/ nonsense rhymes.</p> <p>Advice from a caterpillar. Alice has eaten so much of the caterpillar's mushroom we must go and plant some more. -Forest school, planting mushrooms. Follow up by writing instructions.</p> <p>- Mad Hatter's tea party</p> <p>Complete field of white following instructions to create the scene from the Mad Hatter's Tea party</p> <p>Focus on the Mad Hatter's muddled nursery rhyme. Shared write an alternative by generating animal words and pairing them with a rhyming word.</p> <p>Writing- To write down key ideas and/ or words, including new vocabulary</p> <p>To encapsulate what they want to say sentence by sentence</p> <p>To make additions, revisions and corrections to their own writing.</p>	<p>Who was Beatrix Potter? - Children create a fact sheet about Beatrix Potter, including where she lived and wrote. Link to History- produce a timeline of her life.</p> <p>Peter Rabbit- Discuss key events in the story and the order in which they happen. Create a storyboard showing key events in terms of beginning, middle and end.</p> <p>To become familiar with Key stories, retelling them and considering their particular characteristics.</p> <p>To participate in discussion about what is being read to them and discuss new vocabulary.</p> <p>To use speech marks correctly</p> <p>To make inferences on the basis of what is being said and done. Jemima Puddleduck</p> <p>Speech punctuation- writing a conversation between Jemima and the fox.</p> <p>Changing speech bubbles into dialogue using speech marks correctly</p> <p>Looking for alternative words for 'said'</p> <p>Living graph of Jemima through the story. To draw on what they already know and information given to them in the text or by the teacher.</p> <p>To look for key words and vocabulary in a text.</p> <p>To use expanded noun phrases to describe and specify</p> <p>To use subordination- when, if, that, because Retrieving information from a text- completing a story map showing Lucie's journey to Mrs Tiggywinkle's</p> <p>Scanning for information in the text</p> <p>Character description of Mrs Tiggywinkle</p> <p>To use expanded noun phrases, adjectives, adjectival phrases and adverbs to describe and</p>	<p>rainforest creature and write a description of it.</p> <p>. Build up story of lost in the rainforest, opening, event/problem, resolution</p> <p>Writing- To write narratives, to plan what they are going to write about, to evaluate their writing with the teacher and others, to proof read for errors. Non-Fiction</p> <p>Non-chronological reports. Children write their own non-chronological report about the layers of the rainforest. Plan report using bullet points of information to include in each section. Shared writing of how to turn bullet points into prose.</p> <p>Demonstrate using connectives, subordinate connectives and adjectives.</p> <p>Writing- to write about real events.</p> <p>Rainforest Poetry</p> <p>List poems</p> <p>Calligrams</p> <p>Acrostics Look at examples of list poems, highlight the use of commas. Children write their own rainforest list poem</p> <p>Use trees and creatures from the rainforest as outline for writing calligrams</p> <p>Writing- to write poetry, Reading- to continue to build up a repertoire of poems, to recognise simple recurring language in poems</p>
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<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary. evaluating their writing with the teacher and other pupils. Anna's amazing multi-coloured glasses' Using similes to describe what Anna sees through her glasses To create their own version of the story. Retell the story of 'Anna's amazing multi-coloured glasses'. Year 1- Reading - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. discussing word meanings, linking new meanings to those already known. Sequencing sentences to form short narratives .Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.. Re-read what they have written to check that it makes sense. Year 2- Reading - discussing the sequence of events in books and how items of information are related. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Writing - earning to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Owl Babies' To recognise and explain the use of punctuation in the book. Drama- in small groups acting out the story Big-writing- retelling the story of Owl Babies</p>	<p>To use role play to explore characters and events. Children order, retell and role play the Christmas story.</p>	<p>Look at all of the animal characters in the text. What combinations of characters /animals are they? Children design their own imaginary wonderland character and write a description of it. Write a book review. Plan/ write and edit their own story about a character who finds themselves in a Wonderland. To make inferences on the basis of what is being said or done. To draw on what they already know or background information provided by the teacher. Writing- To sequence sentences to form short narratives. To use joining words and clauses. To write for different purposes- diary entry, wanted poster. Oliver Twist By Charles Dickens Oliver in the Workhouse. Look at life in the workhouse. Write a diary entry describing what life was like in the workhouse. Introduce the character of Fagin- create a Wanted poster for him Write a For Sale notice advertising some of Fagin's stolen goods P4C- stealing to survived poster, for sale notice. To retrieve information from a text. Writing- To correctly punctuate sentences To use expanded noun phrases to describe and specify Children select a character from the story to hot seat. Write a list of questions they would like to ask that character Compare the characters of Bill Sykes and Mr Brownlow. Think of adjectives to describe the 2 characters- MA- with reference to the text</p>	<p>specify. Jeremy Fisher and Samuel Whiskers Describing a setting Using adjectival phrases to describe a setting Using adjectives as sentence openers to describe a setting. To continue to use familiar and new punctuation correctly To plan what they are going to write about. To write down key ideas/vocabulary To encapsulate what they want to say sentence by sentence To evaluate their writing. Own story in the style of Beatrix Potter Children develop their own character and plot for a story in the style of Beatrix Potter. Their story should include all of the grammatical features learnt over this 1/2 term including speech punctuation, use of adjectives and adjectival phrases and setting description. To write for different purposes To write about real events To use the internet to research To discuss and clarify the meaning of new words, linking new meanings to known vocabulary. Beatrix Potter and The Lake District- Geography link Children investigate the Lake district comparing it to Swarland. They produce a tourist information booklet about the Lake District and include internet research and definition of terms work.</p>	
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<p>Year 1- Reading- To develop pleasure in reading, motivation to read and understanding by listening to and discussing stories at a level beyond which they can read independently. Discussing word meanings, linking new meanings to those they already know.</p> <p>Year 2- Reading- To discuss and clarify the meanings of new words, linking meanings to known vocabulary.</p> <p>Writing- To write narratives. To plan what they are going to write about. The Owl who was afraid of the dark'. Listening activity- following teacher's instructions to complete a scene from the story.</p> <p>Using adjectives to describe 'dark'. Synonyms. To identify nouns, verbs and adjectives in an extract from the story</p> <p>Plan and write their own story in the style of 'The Owl who was afraid of the dark' (Big writing)To discuss what they have written with the teacher and their peers.</p> <p>To write about real events (non-fiction fact file)</p> <p>Reading- To be introduced to non-fiction (internet research)</p> <p>To make inferences on the basis of what is being said and done. To find the important information in a text. The Owl who was afraid of the dark'. Researching owl on the internet/ library</p> <p>Non- fiction writing about owls- creating a fact file.</p> <p>Matching questions and facts about owls</p> <p>Reading- listening to and discussing a range of poetry</p> <p>Recognising simple recurring language in poems</p>		<p>Compare the lives of rich children with poor children in Victorian times. What jobs did Victorian children do? Research the different jobs and use diamond ranking to order the worst job to the best.</p>		
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<p>Learning to appreciate rhymes and poems and recite some by heart          Writing- to say out loud what they are going to write about          Using the repetition and pattern of the book to create our own spooky story          Recite and perform Halloween poetry          Instructions- making skeleton cookies.</p>				
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<b>CYCLE B Autumn Term 1</b>	<b>CYCLE B Autumn Term 2</b>	<b>CYCLE B Spring Term 1</b>	<b>CYCLE B Spring Term 2</b>	<b>CYCLE B Summer Term 1 Summer Term 2 Cultural topic</b>
<b>Theme: Fire &amp; Ice (Great Fire Of London)</b>	<b>Theme: Weather &amp; Seasons</b>	<b>Theme: Space</b>	<b>Theme: Pirates &amp; Islands</b>	<b>Theme: Heroes &amp; Villains (Florence Nightingale)</b>
Newspaper Reports Diary writing	Reports Poetry Non chronological reports Narrative	Narrative 2 weeks Debate 2 weeks (speaking & listening) Poetry 1 week Non fiction - non chronological reports - 1 week.	Non Chronological Reports Fact files Diary writing. Poetry Narrative	Narrative Letter writing
<b>Texts: Great Fire Of London - various</b>	<b>Weather Reports Firework Poetry Guy Fawkes Remembrance Day Brambly hedge</b>	<b>Text: Here Come The Aliens - Colin McNaughton; Beegu; Jill Murphy Whatever Next</b>	<b>Text: Night Pirates</b>	<b>Fairy Tales - good vs bad Traditional Tales - 3 pigs Selfish Giant</b>
Year 1-Reading comprehension- Drawing on what they know or on background information and vocabulary provided by the teacher, discussing the significance of the title and events, making inferences on the basis of what is being said and done. Year 2- Reading comprehension- Discussing the sequence of events and how items of information are related,	Reading- Listening to and discussing a range of poems, being encouraged to link what they read to their own experiences. Remembrance Day Writing- To use expanded noun phrases to describe and specify. To write for different purposes. Weather stories- including Brambly Hedge, Jack Frost Focus on story settings/ character descriptions	Writing- To write for different purposes To write down ideas and key words, including new vocabulary To use adjectives, adverbs and expanded noun phrases to describe and specify Reading- To participate in discussion and consider the opinions of others. Alien Adventures in Philosophy P4C through an interactive frame-story	Reading- To listen to and discuss non-fiction at a level beyond that at which they can read independently. To draw on background information and vocabulary provided by the teacher To make inferences on the basis of what is being said and done Writing- To write about real events	Reading- To become very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics Writing- To develop stamina for writing by writing narratives To write down key ideas. To use adjectives and expanded noun phrases to describe and specify. Fairy tales- Hansel and Gretel

<p>discussing the significance of the title and events, making inferences on the basis of what is being said and done. When, where and how did the fire start?</p> <p>Memory mapping of a scene from the GFOL</p> <p>History Detectives- Reading a picture from the GFOL. Children surround the picture with adjectives to describe what they can see. Use talk partners to speculate where they think it is, what they think has happened, giving reasons for their choices.</p> <p>Match question cards to evidence cards to piece together information about the GFOL. Literacy-Year 1- Reading- To participate in discussion about what is being read to them, taking turns and listening to what others say. Writing- To write sentences by saying aloud what they are going to write about, composing a sentence orally before writing it, to leave spaces between words, to punctuate sentences using a capital letter and a full stop</p> <p>Year 2-Reading- To participate in discussion about what is being read to them, taking turns and listening to what others say. Writing- To write about real events, to write down ideas and key words, including new vocabulary, To encapsulate what they want to say, sentence by sentence, to use capital letters, full stops, exclamation marks, speech marks and question marks. What were the main events in the fire?</p> <p>Tell the story of the Great Fire of London.</p> <p>Drama- freeze frame events from the fire, use speech/thought bubbles to</p>	<p>Jack Frost- Using descriptive phrases to describe a character</p> <p>Big Writing- Children write their own story with a winter setting. Reading- To explain and discuss their understanding of a genre</p> <p>Writing- To use role play to order their ideas by playing roles and improvising scenes. To plan or say out loud what they are going to write about. To write for different purposes. Weather reports</p> <p>Read and discuss format of a weather report</p> <p>Children write their own weather report. Record as drama activity.</p> <p>Reading- To answer and ask questions about a text. To participate in discussion about works that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Writing- To write about real events. Christmas around the world</p> <p>Read information about how Christmas is celebrated in Germany, Sweden, Australia and Russia.</p> <p>Record as non-fiction information booklet.</p> <p>Following instructions to make Christmas decorations</p>	<p>that links together a variety of philosophical and problem solving episodes.</p> <p>Setting the scene- drawing planets and aliens. aliens with adjectives/ adverbs/ and expanded noun phrases.</p> <p>Write a description of alien and the planet it lives on.</p> <p>Choosing a final destination-reasoning and group debate. Which would be the best planet to live on and why?</p> <p>Reading- To use role play and drama techniques to identify with and explore characters.</p> <p>Writing- To produce writing for different purposes</p> <p>To gather and write down ideas and key words, including those from discussions</p> <p>The Cowardly Spaceship . thinking skills: exploring meanings, giving examples, making comparisons; and it builds the turn taking and listening skills or collaborative thinking. Mind mapping ' what is bravery?'</p> <p>Philosophical debate on what makes humans special? Persuasive writing- why shouldn't the aliens eat you?</p> <p>Beegu- Listening activity. Children work in pairs. One describing Beegu and the other listening to the description and trying to replicate it using playdoh.</p> <p>Reading- To be introduced to non-fiction books, structured in different ways</p> <p>To draw on what they already know or on background information provided by the teacher</p> <p>To ask and answer questions</p> <p>Writing- To write for different purposes- genre, non- fiction</p> <p>Fact finder- Reading activity. Children read a differentiated piece of text</p>	<p>To write for different purposes.</p> <p>What is a pirate?- Message in a bottle thinking skills activity</p> <p>Famous pirates</p> <p>Blackbeard</p> <p>Sir Henry Morgan</p> <p>Black Bart</p> <p>Calico Jack</p> <p>Anne Bonny</p> <p>Mary Read</p> <p>Children choose a famous pirate to create a pirate profile for. Using word processing and importing images (Microsoft publisher).</p> <p>Reading- To discuss the significance of the title and events</p> <p>To be introduced to non-fiction books that are structured in different ways</p> <p>To write down ideas and or key words, including new vocabulary</p> <p>To write sentences with different forms. Life on board a pirate ship- non- chronological report about life on a pirate ship</p> <p>Life as a pirate</p> <p>Food</p> <p>Pirate laws and punishments</p> <p>Labelling parts of a pirate ship</p> <p>Pirate weapons- write captions to explain each weapon. Writing- To sequence sentences to form short narratives</p> <p>To re-read what they have written to check it makes sense</p> <p>To use expanded noun phrases to describe and specify</p> <p>To use subordination and co-ordination</p> <p>To write narratives.</p> <p>A day in the life of a pirate- Children write a diary entry as if they were on board a pirate ship</p>	<p>Mystery Bag- what is my story?</p> <p>Children guess the story from the clues in the bag, giving reasons for their choices</p> <p>Create a storyboard of the story</p> <p>Use adjectives to write a list to create their own sweetie gingerbread house</p> <p>Big Writing- retelling a traditional tale. Reading- To become very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To make inferences on the basis of what is being said and done.</p> <p>Writing- To write for different purposes</p> <p>To use adjectives and expanded noun phrases to describe and specify. Fairy tales- The Selfish Giant</p> <p>Writing a persuasive letter to ask the giant to let them play in the garden</p> <p>Character description of the giant</p> <p>Reading a description of the giant's garden- draw what they read (inference and deduction/ retrieval of information)</p> <p>Venn diagram of good and bad fairy-tale characters</p> <p>Big writing- description of a setting.</p> <p>Reading- To become very familiar with fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To participate in discussion, taking turns and listening to what others say</p> <p>To answer and ask questions</p> <p>. Fairy tales- 3 Little Pigs/ 3 little wolves and the Big bad pig/ True story of the 3 little pigs</p> <p>Philosophy for Children- True story of the 3 little pigs</p>
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<p>record what people might have been saying or thinking</p> <p>Order pictures from the GFOL and write captions to match. Focus on correct sentence punctuation</p> <p>Write newspaper article explaining what happened in the fire. Literacy--</p> <p>Reading- To apply phonic knowledge and skills as the route to decode words. To make inferences on the basis of what is read. Writing- To discuss what they have written with the teacher and other pupils</p> <p>Year 2- Reading- To continue to apply phonic knowledge and skills as the route to decode words. To discuss how items of information are related.</p> <p>. Writing- To write down key ideas/ words, including new vocabulary. Why did the fire spread so far and stay alight for so long?</p> <p>Thinking skills mystery- use collaborative talk to discuss why the fire spread. Children decide on important information and rank in terms of most relevant to the question.</p> <p>Use ICT suite to investigate homes in the time of The Great Fire of London. How does what we have learnt give us clues to how the fire spread so quickly?</p> <p>Reading- Follow a set of instructions to make a stuart house. Literacy-Year 1- Writing- To compose a sentence orally before writing it. To leave spaces between words. To begin to punctuate sentences using a capital letter and full stop.</p> <p>Year 2- Writing- To write about real events. To encapsulate what they want to say sentence by sentence. To use capital letters, full stops and exclamation marks correctly. Why did</p>		<p>about the solar system and record key facts they have found interesting. Dorling Kingsley- Eye wonder Space</p> <p>Read and text mark information about each of the planets in the solar system. Children use to create their own non- fiction writing about the planets in the solar system. Use headings/ subheadings and labelled diagrams</p> <p>Reading- To discuss the sequence of events in books</p> <p>To make inferences on the basis of what is being said and done</p> <p>Writing- To use the spelling rule for adding s or es when pluralising</p> <p>To write for different purposes- retelling a story, letters</p> <p>Whatever Next' by Jill Murphy</p> <p>Children match adjectives/ adverbs/ expanded noun phrases to characters from the story giving reasons for their choices- reasoning</p> <p>Living graph of events for Baby bear</p> <p>Writing a letter to Mummy Bear</p> <p>Big writing- retelling the story</p> <p>Plurals- what would baby bear pack in his rocket?</p> <p>Writing- To write narratives</p> <p>To plan what they are going to write about</p> <p>To encapsulate what they want to say sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing.</p> <p>Planning and writing our own space adventure story. Children are given initial story stimulus and should plan what happens in their own version of the story. Write in sections- beginning, middle and end to enable editing/ improvements. Must include description of character and setting.</p>	<p>Children design their own pirate and write a character description of them.</p> <p>To use tenses correctly</p> <p>To write poetry</p> <p>To write sentences with different forms</p> <p>Reading- To listen to, discuss and express views about poetry</p> <p>To recognise simple recurring literary language in poetry. Message in a bottle- Children imagine they are trapped on a pirate ship and the only way to get a message home for help is to write a message in a bottle</p> <p>Pirate stomp- Pirate poetry following a repeated pattern and structure</p> <p>Writing instructions to make Hard Tack Biscuits and Slice the Mainbrace!</p> <p>Writing- To write narratives</p> <p>To plan what they are going to write about</p> <p>To encapsulate what they want to say sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing.</p> <p>The night pirates' Read the story and use to plan and write their own pirate adventure story.</p>	<p>3 little wolves and the big bad pig- what happens if we change the ending of a traditional tale?</p> <p>Big writing- Children write alternative ending to a traditional tale. Reading-</p> <p>To discuss the sequence of events in books</p> <p>To discuss their favourite words and phrases</p> <p>To be introduced to books that are structured in different ways</p> <p>To plan what they are going to write about</p> <p>To write down key ideas/ words including new vocabulary</p> <p>To use sentences with different forms. Superheroes and villains</p> <p>Traction man- thought bubbles, speech bubbles, onomatopoeia</p> <p>Look at features of comic strips and create our own comic strip for Traction Man. Reading- To discuss their favourite words and phrases</p> <p>To use adjectives and expanded noun phrases to describe and specify</p> <p>To plan what they are going to write about. Superheroes and villains</p> <p>Children design their own superhero and think of adjectives to describe them</p> <p>Create a superhero profile detailing their powers, weapons, character traits etc</p> <p>Writing-</p> <p>To evaluate their writing</p> <p>Re-reading to check their work.</p> <p>Superheroes and villains</p> <p>Story planning, story writing and editing.</p>
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<p>the fire spread so far and stay alight for so long? Non-fiction writing- Children write statements/paragraph explaining how houses, location, fire-fighting equipment and weather contributed to the spread of the fire. Literacy-Year 1- Writing- To sequence events to form short narratives. To leave spaces between words. To begin to punctuate sentences using a capital letter and full stop.</p> <p>Year 2- Writing- To write narratives about personal experiences and those of others. To plan what they are going to write about. To correctly punctuate sentences using a capital letter and full stop. How was the fire fought? Drama- Use houses built in week 3 to create a street in London, act out passing buckets of water along a line to put out the fire- how would it feel to do this for 4 days? (possible fire crew to create the fire) Magic Grandad- Fighting the Great Fire, Saving the Tower of London, St Paul's Cathedral up in flames. Write first person account of how they battled to put out the fire. Focus on using adjectives and time connectives. Literacy-Year 1- Writing- To compose a sentence orally before writing it. To leave spaces between words. To begin to punctuate sentences using a capital letter and full stop.</p> <p>Year 2- Writing- To write about real events. To encapsulate what they want to say sentence by sentence. To use capital letters, full stops and exclamation marks correctly. How do we know what happened in the Great Fire of London? Read Samuel Pepys Diary. Write own diary entry as a person living during</p>				
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the Great Fire of London. Think about what they could, see, hear, smell and how they were feeling.				
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**KS1 Long term maths plan- updated 2024**

	Week 1	Week 2	Week3	Week4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week 13	Week 14		
Aut	<p><b>Place value</b></p> <p><b>Counting objects</b>– To count to and across 100 (NC)</p> <p>Year 1– To sort objects</p> <p>To count objects</p> <p>To count objects from a larger group</p> <p>Year 2- Count, read and write numbers to at least 100 in numerals and words</p> <p>To count objects to 100 by making groups</p> <p><b>Representing numbers</b></p> <p>Year 1– Identify and represent numbers using objects and pictorial representations, including the number line, and use the language of equal to, more than, less than, fewer, most, least</p> <p>Year 2- Identify , represent and estimate numbers to 100 using different representations including the number line.</p> <p><b>Representing numbers</b></p> <p>Year 1– Identify and represent numbers using objects and pictorial representations, including the number line, and use the language of equal to, more than, less than, fewer, most, least</p>				<p><b>Addition and Subtraction</b></p> <p><b>Fact Families</b></p> <p>Year 1– Represent and use number bonds and related subtraction facts (within 10)</p> <p>Year 2– Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p><b>Addition and Subtraction methods</b></p> <p><b>Numberlines, 100 square and other manipulatives</b></p> <p>Year 1– Add and subtract one digit number, including a 0</p> <p>Read, write and interpret mathematical statements involving addition and subtraction and equals signs</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems</p> <p>Year 2– Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones, a two digit number and tens: two two digit numbers, adding three one digit numbers</p> <p>Apply increasing knowledge of written methods</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>				<p><b>Multiplication and Division</b></p> <p><b>Multiplication</b></p> <p>Yr 1– To solve one step problems involving multiplication, by calculating the answer by using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Yr 2– To recall and use multiplication facts for the 2, 5 and 10 times tables</p> <p>To calculate mathematical statements for multiplication using x and =</p> <p>To solve multiplication problems using materials and repeated addition</p> <p><b>Division</b></p> <p>Year 1– To solve one step problems involving division, by calculating the answer using concrete objects and pictorial representations</p> <p>Year 2– To calculate mathematical statements for division and write them using correct signs.</p> <p>To solve problems using division.</p>				<p><b>Shape</b></p> <p><b>Patterns of shapes and numbers</b></p> <p>Year 2– To order and arrange combinations of mathematical objects in patterns</p> <p>2D and 3D shapes ( including patterns with shapes)</p> <p>Yr 1– To recognise and name common 2D and 3D shapes</p> <p>Yr 2– To identify and describe the properties of 2D and 3D shapes</p> <p>To identify lines of symmetry in 2D shapes</p>			

	<p>Year 2- Identify , represent and estimate numbers to 100 using different representations including the number line.</p> <p><b>Comparing and ordering numbers</b></p> <p>Year 1– Given a number, identify one more/ one less</p> <p>Year 2– Compare and order numbers from 0 up to 100: use &lt;&gt; and = signs</p>	<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>		
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	Week 1 & 2	Week 3& 4	Week 5 &6	Week 7&8	Week 9 & 10	Week 11 &12		
Spring	<p><b>Measures:</b></p> <p><b>Mass and capacity</b></p> <p><b>Mass</b></p> <p>Year 1– To compare, describe and solve practical problems for mass or weight ( e.g heavy/light, heavier than, lighter than)</p> <p>To begin to measure and record mass/weight</p> <p>Year 2-To choose and use appropriate standard units to estimate and measure</p>	<p><b>Time</b></p> <p>Year 1- To tell the time to the hour and half hour and draw the hands on the clock face to show these times</p> <p>Year 2– To compare and sequence intervals of time</p> <p>To tell the time to five minutes, including quarter to and past the hour and draw the hands on a clock face to show these times</p> <p>Yr 1– To compare, describe and solve practical problems for time.</p>	<p><b>Data Handling</b></p> <p><b>Data Handling</b></p> <p>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>To ask and answer questions about totalling and comparing categorical data.</p>	<p><b>Money</b></p> <p>Yr1– To recognise and know the value of different denominations of coins and notes</p> <p>Yr2– To recognise and use symbols for £’s and pence and combine amounts to make a particular value</p> <p>To find different combinations of coins to equal the same amount</p>	<p><b>Multiplication and Division</b></p> <p>Year 1– To solve one step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Year 2– To recall and use multiplication facts for the 2, 5,</p>	<p><b>Fractions</b></p> <p>Yr 1– To recognise and name a half as one of two equal parts of an object, shape or quantity</p> <p>To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Yr 2– To recognise, find , name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set</p>		

	<p>mass (kg/g) to the nearest appropriate unit</p> <p>To compare and order mass and record the results using &lt;&gt;</p> <p>Measures</p> <p>Capacity</p> <p>Year 1– To compare, describe and solve practical problems for capacity/volume (full/empty, more than, less than, quarter)</p> <p>To measure and begin to record capacity and volume</p> <p>Year 2– To choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit</p> <p>To compare and order volume and capacity and record the results using &lt;&gt; Measures</p>	<p>To measure and begin to record time ( hours, minutes, seconds)</p> <p>To sequence events in chronological order</p> <p>To recognise and use days of the week, months, years</p> <p>To tell the time to the hour, half past the hour and draw the hands on a clock face to show these times</p> <p>Yr 2– To compare and sequence intervals of time</p> <p>To tell and write the time to 5 mins, including 1/4 to and past the hour and record these times on a clock face</p>			<p>and 10 times tables</p> <p>To calculate mathematical statements for multiplication and write them using appropriate signs</p> <p>To show that multiplication can be done in any order and division cannot</p> <p>To solve problems involving multiplication using materials, arrays, repeated addition, mental methods, including problems in different contexts.</p> <p>Year 1- Number- To solve one step problems involving division, by calculating the answer using concrete objects.</p> <p>Year 2- Number- To recall division facts for the 2, 5</p>	<p>of objects or quantity</p> <p>To write simple fractions e.g 1/2 of 6 = 3</p>		
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	<p>Capacity</p> <p>Year 1– To compare, describe and solve practical problems for capacity/volume (full/empty, more than, less than, quarter)</p> <p>To measure and begin to record capacity and volume</p> <p>Year 2– To choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit</p> <p>To compare and order volume and capacity and record the results using &lt;&gt;</p>				<p>and 10 times table. To calculate mathematical statements for division using the division sign. To solve problems involving division using materials, including problems in contexts.</p>					
	Week 1	Week 2 &3	Week 4	Week 5	Week 6&7	Week 8	Week 9	Week 10	Week 11 &12	

Sum	Fractions	Place Value	Measurement	Data Handling	Addition and subtraction	Doubling and halving	Position and direction	Place value consolidation	Consolidation including problem solving
	<p>Yr 1– To recognise and name a half as one of two equal parts of an object, shape or quantity</p> <p>To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Yr 2– To recognise, find , name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>To write simple</p>	<p>To count to and across 100, forwards and backwards from any given number.</p> <p>To count in steps of 2, 3 and 5, forwards and backwards</p> <p>To recognise the place value of each digit in a two-digit number</p> <p>To identify and represent numbers and objects and pictorial representations including the number line, and use the language of equal to, more than, less than, most, least</p> <p>To identify, represent and estimate numbers using different representations,</p>	<p><b>Length</b></p> <p>Year 1– To measure and begin to record lengths and heights</p> <p>Year 2– To measure length and height accurately using rulers</p>	<p>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>	<p>Year 1– To read, write and interpret mathematical statements involving addition</p> <p>To represent and use number bonds within 20</p> <p>To add one digit and 2 digit numbers to 20 including 0</p> <p>To solve one step problems involving addition, using concrete objects ad pictorial representations and missing number problems</p> <p>Year 2– To solve 1, 2 and 3 step word problems involving addition</p> <p>Year 1– To read, write and interpret mathematical statements involving subtraction</p> <p>To represent and use subtraction facts within 20</p> <p>To subtract one digit and 2 digit numbers to 20 including 0</p> <p>To solve one step problems involving subtraction using concrete objects ad pictorial representations and missing number problems Year 2– To</p>	<p>Year 1– To read, write and interpret mathematical statements involving addition</p> <p>To solve one step problems involving addition, using concrete objects ad pictorial representations and missing number problems</p> <p>Year 2– To solve 1, 2 and 3 step word problems involving addition</p> <p>To apply increasing knowledge of mental and written methods ( column addition/ bar method)</p>	<p>To use mathematical language to describe position, direction and movement, including movements in a straight line and turning.</p> <p>To distinguish between rotation as a turn in terms of right angles for a quarter, half and three quarter turns ( clockwise and anti-clockwise)</p>		

	fractions e.g $1/2$ of 6 = 3	including the numberline  To compare and order numbers from 0-100: use the < and > and = signs  To read and write numbers to at least 100 in numerals and words  To use place value and number facts to solve problems.			solve 1, 2 and 3 step word problems involving subtraction  To apply increasing knowledge of mental and written methods				
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**KS1 Long term maths plan- updated 2024**

**History and Geography Long Term Plan KS1**

Cycle	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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<p>A</p>	<p>Theme: Castles</p> <p><b>HISTORY</b></p> <p>Connected History Enquiry- Castles</p> <p><i>Investigating the people who brought castles to Britain, and William the Conqueror in particular, after their invasion and subsequent victory at the Battle of Hastings</i></p>	<p>Theme: Castles</p> <p><b>GEOGRAPHY</b></p> <p>Connected Geography Enquiry- Why don't penguins need to fly?</p> <p><i>This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage. It enables them to understand the importance of location in relation to the Equator and poles in determining weather and climate, which in turn have such an influence on shaping the natural geographical features of environments. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places - the more extreme the</i></p>	<p>Why am I so special?</p> <p><b>HISTORY</b></p> <p>Know what homes and houses were like in the past. Chronology of houses and homes time line. Know that some things happened beyond living memory and talk about them. Study of Victorian era and schools and toys at this time.</p> <p>Use diagrams, pictures, stories to tell people about past, give reasons why people acted they way they did. Compare Victorian life to own. Look at monarchy of Queen Victoria and</p>	<p>Why am I so special?</p> <p><b>GEOGRAPHY</b></p> <p>Connected Geography Enquiry- The Coast</p> <p><i>Pupils grasp through learning about different features of the shoreline of Britain, the important geographical concept of 'coast' and then apply their knowledge and understanding of this big idea to an investigation of a very different coastline to any that they may encounter in the United Kingdom.</i></p>	<p>Theme- Rainforest</p> <p><b>GEOGRAPHY</b></p> <p>Connected Geography Enquiry- What is it like to live in Kampong Ayer?</p> <p><i>The core aim of this investigation is to support children, through a range of learning activities, to make comparisons between their lives and those of people in a small diverse community in the country of Brunei on the tropical island of Borneo in southeast Asia. As they do so the children develop core knowledge and understanding of the fundamental geographical concepts of place; location; space; distribution; resources; settlement; natural and human environments and environmental</i></p>	<p>Cultural topic</p> <p><b>GEOGRAPHY-</b></p> <p>Connected Geography Enquiry.</p> <p>Why does it matter where my food comes from?</p> <p><i>This investigation enables pupils to explore a number of key geographical concepts such as location and distribution as well as establishing a clear grasp, in simple terms, of fundamental geographical processes including economic activity and trade. The enquiry therefore is not just about pupils knowing 'where' their food comes from but also - and equally importantly - it's about enabling pupils to understand 'why' it's important to know. To this end pupils have opportunities to begin to</i></p>
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<p><i>environment, the more specialised the adaptation. By comparing a number of environments, pupils are able to identify and describe similarities and differences between places in the world and offer reasons for why such differences exist. The fundamental geographical concepts of place, space, location, distribution, scale and environmental interaction underpin the enquiry.</i></p>	<p>lifestyles of washing, bathing, education, schooling. Know of wealth, social class. Changes over time in houses and homes buildings. Local history link to Beamish, Cragside House, Lord Armstrong and invention of HEP., Know events of past are retold in different ways. Field trip to Cragside or Beamish to look at different viewpoints about past, use role play to re-enact different viewpoints, add to list of ways to find out about past,</p>		<p><i>interaction and interdependence through the application of a wide range of skills. Children are supported to consider the similarities and differences that exist between their own local area and Kampong Ayer, both in ways of life and of the geographic processes that have given rise to the physical and human patterns that characterise these places.</i></p>	<p><i>understand and reflect upon, in basic terms, why locally sourced food and free-range production regimes are considered environmentally friendly and sustainable.</i></p>
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<i>Cycle</i>	<i>Autumn A</i>	<i>Autumn B</i>	<i>Spring A</i>	<i>Spring B</i>	<i>Summer A</i>	<i>Summer B</i>
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B

Theme: Fire and Ice

**HISTORY**

Life and times of Samuel Pepys, events of Great Fire of London.

**GEOGRAPHY**

Know about geography of London, capital of England.

Name, locate and identify characteristics of London. Understand similarities and differences of the area, compare and contrast to local area.

Theme: Weather and seasons

**HISTORY**

Celebrations and commemorations through the seasons.

Compare and contrast celebrations and commemorations throughout the year.

Know why people wear red poppies. World war commemorations, inc cenotaphs, symbolism of poppies. Know what life was like in the trenches including food, clothing, hygiene. Look at evidence from soldiers including letters and poems, diaries. Know what happened on Christmas Day at no man's land with football pastimes during the conflict.

Theme: Space

**HISTORY**

Space Race, exploring who was the first person on the moon and future space missions.

Use time line correctly to sequence using dates, work out how many decades ago something occurred.

Know what triggered the space race and the war between countries. How money was spent to develop technology to enable them to get to space. Actions and

Theme: Pirates and Islands

**HISTORY**

Life and times of famous pirates.

Understand some evidence is limited and therefore open to interpretation, know there are several ways to find out about the past, book, pics. Children know about the lives and actions and travels of some famous historical pirates and voyagers.

Explore historical maps, transport used. Know about the pirate code/laws and punishments. Know what pirates wore. Discuss wealth, ethics. Famous historical figures of Blackbeard, Anne Bonny.

**GEOGRAPHY**

Theme: Heroes and Villains

**HISTORY**

Life and times of Florence Nightingale

Recount story of a famous person in detail, tell or write about events in a famous person's life, sequence main episodes from an event. Study of the Crimean war, know how Florence travelled to Crimea, conditions of hospitals, quality of nursing and hygiene.

Know changes and improvements made to hygiene, sanitation, nursing, medicine and how she addressed basic needs for soldiers for survival water, food, air, exercise, diet, hygiene. Concepts of equality of gender for education. Compare and contrast with

Marv Seacole's life

Cultural topic

**GEOGRAPHY-**

Connected Geography- Why do we love being beside the sea so much?

*Pupils are encouraged to investigate the small seaside location of Wembury in south Devon. Wembury exemplifies the key physical and human features of the coast in the United Kingdom as well as being the setting of the very well-known children's book, Sally and the Limpet. Reflecting upon the key messages in this book provides the impetus in the investigation for pupils to think more broadly about seaside environments. In particular, potential human impact can be considered and how this might be managed more sustainably.*



<b>B</b>	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>	<u>SUMMER 2</u>
	Theme: Fire and Ice	Theme: Weather and seasons	Theme: Space	Theme: Pirates and Islands	Theme: Heroes and Villains	Cultural topic
	<b>HISTORY</b>	<b>HISTORY</b>	<b>HISTORY</b>	<b>HISTORY</b>	<b>HISTORY</b>	
	Life and times of Samuel Pepys, events of Great Fire of London.	Celebrations and commemorations through the seasons. Compare and contrast celebrations and commemorations throughout the year. Know why people wear red poppies. World war commemorations, study monuments, inc cenotaphs, symbolism of poppies. Know what life was like in the trenches including food, clothing, hygiene. Look at evidence from soldiers including letters and poems, diaries. Know what happened on Christmas Day at no man's land with football pastimes during the conflict. Know when the war ended and peace restored. Use time lines to order events from the past. Explore the reasons for the events of Bonfire Night and the life and times of Guy Fawkes. Know about Guy Fawkes plot to overthrow monarchy, how he committed treason in the law and his punishments. Know about the conspiracy against parliament.	Space Race, exploring who was the first person on the moon and future space missions.  Use time line correctly to sequence using dates, work out how many decades ago something occurred.  Know what triggered the space race and the war between countries. How money was spent to develop technology to enable them to get to space. Actions and lives of first astronauts to the moon Mark Collins, Buzz Aldrin. Compare to modern space with Tim Peake going to Space station and future of space travel.	Life and times of famous pirates.  Understand some evidence is limited and therefore open to interpretation, know there are several ways to find out about the past, book, pics. Children know about the lives and actions and travels of some famous historical pirates and voyagers. Explore historical maps, transport used. Know about the pirate code/laws and punishments. Know what pirates wore. Discuss wealth, ethics. Famous historical figures of Blackbeard, Anne Bonny.	Life and times of Florence Nightingale Recount story of a famous person in detail, tell or write about events in a famous person's life, sequence main episodes from an event. Study of the Crimean war, know how Florence travelled to Crimea, conditions of hospitals, quality of nursing and hygiene. Know changes and improvements made to hygiene, sanitation, nursing, medicine and how she addressed basic needs for soldiers for survival water, food, air, exercise, diet, hygiene. Concepts of equality of gender for education. Compare and contrast with Mary Seacole's life and actions. Concepts of race equality.	
	<b>GEOGRAPHY</b>	<b>GEOGRAPHY-</b>	<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>	
	Know about geography of London, capital of England.  Name, locate and identify characteristics of London. Understand similarities and differences of the area, compare and contrast to local area.	Connected Geography Enquiry- How does the weather affect our lives?	Earth as a planet in the solar system.  Analyse aerial and satellite photos of the Earth from space. Identify, name and map continents seas and key physical and human features recognisable from space.	Island human and physical geography	Crimean war location. Map journey of Florence, locate Crimea using maps of different scales,	