

## KS1- Year - Cycle 1- 2021-2022

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Driver-Science	Key Driver - History	Key Driver – Science	Key Driver- History/Geography	Key Driver – Science/Geography	Key Driver- Geography
Cycle 1 2021 - 2022	Topic-Ourselves Enriching experience- Science exploration week	Topic –Castles and Knights Enriching Experiences- Knight experience day	Topic –Space Enriching Experiences Planetariumm888888	Pirates and Explorers Enriching Experiences Pirate party	Topic –Animal antics Enriching Experiences- Visit to Cannon Hall	Topic –Africa Enriching experience- African dancers/musicians workshop
	<u>Texts</u> Just imagine/You Choose I wonder..... Zog What is science?	<u>Texts</u> Castles-Colin Thompson George and the Dragon Paper bag Princess	<u>Texts</u> Tim Peake Beegu Everything Space	<u>Texts</u> Three Little Pirates The singing Mermaid Peter Pan Big picture atlas	<u>Texts</u> Animal antics Clue is in the Poo Fantastic Mr Fox	<u>Texts</u> Tales from Africa Africa is not a country The Hunter Introducing Africa Merkat Mail
	<u>Genres:</u> Narrative Non-Narrative Poetry	<u>Genres:</u> Non narrative Narrative Narrative	<u>Genres:</u> Non Narrative Narrative Fact files	<u>Genres:</u> Narrative Poetry Non narrative	<u>Genres:</u> Non -Narrative Non – Narrative Narrative	<u>Genres:</u> Narrative: Non Narrative Letters
	English: Writing - Year 1 - Basic Fluency – spelling and handwriting.		English: Writing - Year 1/2 - Grammar, Punctuation and Spelling		English: Writing - Year 1/2 - Grammar, Punctuation and Spelling English: Writing - Year 1/2 – Composition	
	English: Writing - Year 2 - Basic Fluency – spelling and handwriting.		English: Writing - Year 1/2 - Grammar, Punctuation and Spelling		English: Writing - Year 1/2 - Grammar, Punctuation and Spelling English: Writing - Year 1/2 – Composition	
	For the objectives covered and the sequence they are taught in please click <a href="https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/">https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/</a>					
	Maths - Year 1 - Basic Fluency Forest Schools & P4C		Maths - Year 1 – Number Forest Schools & P4C		Maths - Year 1 - Measure/Geometry/Statistics Forest Schools & P4C	
	Maths - Year 2 - Basic Fluency		Maths - Year 2 - Number		Maths - Year 2 - Measure/Geometry/Statistics	
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<p><b><u>Geography: Ourselves</u></b></p> <p><b><u>Locational –</u></b> My house, my city, my county,</p> <p><b><u>Place knowledge</u></b> <b><u>Human and Physical</u></b> Use simple fieldwork and observational skills to study the school environment and it's grounds.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p><b><u>History</u></b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (timeline, future)</p> <p>Timeline of their life so far</p>	<p><b><u>History- Castles</u></b></p> <p><b><u>Kings and Queens</u></b></p> <p>Events beyond living memory that are significant nationally or globally- Remembrance day</p> <p>Changes within living memory- where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Medieval castles - Learn about the features of medieval castles.</p> <p><b><u>Geography:</u></b></p> <p><b><u>Locational</u></b> <b><u>Place knowledge</u></b> Name and locate and identify characteristics of the 4 countries and capital cities of the united kingdom and its surrounding seas.</p> <p>Locate castles and mark them on a UK map</p> <p><b><u>Human and Physical</u></b> <b><u>Geographical skills and fieldwork:</u></b></p>	<p><b><u>History: Tim Peake</u></b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p> <p><b><u>(Tim Peake + Neil Armstrong...comparison)</u></b></p> <p><b><u>Geography</u></b></p> <p><b><u>Locational</u></b> <b><u>Place knowledge</u></b> <b><u>Human and Physical</u></b> Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Images from the earth from space</p>	<p><b><u>History: Blackbeard</u></b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> <p><b><u>Geography: Pirates</u></b></p> <p><b><u>Locational</u></b> <b><u>Place knowledge</u></b> Name and locate and identify characteristics of the 4 countries and capital cities of the united kingdom and its surrounding seas.</p> <p>To name and locate the worlds 7 continents and 5 oceans, Use maps, atlases and globes to identify countries, continents and oceans</p> <p><b><u>Human and Physical</u></b> <b><u>Geographical skills and fieldwork:</u></b> Use simple compass directions (North, South, East and West) and locational and directional language</p> <p>Pirate treasure maps, seas, oceans</p>	<p><b><u>Geography-Animals</u></b></p> <p><b><u>Locational</u></b> <b><u>Place knowledge</u></b> <b><u>Human and Physical</u></b> Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Comparisons of landscapes, where animals live, their needs</p>	<p><b><u>Geography: Africa</u></b></p> <p><b><u>Locational</u></b> <b><u>Place knowledge</u></b> <b><u>Human and Physical</u></b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non- European country.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Comparing Uk/Africa</p> <p><b><u>History:- Africa</u></b></p> <p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory that are significant nationally or <b>globally</b> [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Amy Johnson-flight</p> <p><b>Nelson Mandela</b></p>
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Key Stage 1 Long Term Plan

	<p><b>Science: Investigations</b></p> <p>Get the children enthused in Science.</p> <p>Child led- Focus on I wonder books</p> <p>Range of experiments, identifying and classifying using their own observations and ideas.</p>	<p><b>Science: Investigations</b></p> <p>Linked to castles</p> <p><b>Who can make the strongest sand castle</b>  <b>Making the best sand castle</b>          - Amount of water involved  <b>What can stand the longest PVA glue in it</b>  <b>Wooden support</b>  <b>Rocks – build a foundation</b></p>	<p><b>Science: Space</b>  <u>Uses of everyday materials (Year 1 Unit)</u></p> <p>- Distinguish between an object and the material from which it is made          - Identify and name a variety of everyday materials,          - Describe the properties of a variety of everyday materials.          - Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><i>Make a space suit based on properties of materials</i>  <i>Visor – cellophane – sunglasses – UV lights</i>  <i>Insulation – warm water – penguin huddling – wrap in different materials</i>  <i>Reflective</i>  <i>Waterproofing</i></p>	<p><b>Science: Pirates</b>  <u>Every day materials (year 2 unit)</u></p> <p>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses          - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Boat – which material, shape floats</b>  <b>Pirates little people</b>  <b>Hold the most pirates</b>  <b>Travel the fastest – straws to blow them across the sea</b></p> <p><b>Test a giant boat at Trinity</b></p>	<p><b>Science: Animals</b>  <u>Animals including humans (exercise &amp; healthy living) (Year 2 Unit)</u></p> <p>- Describe the importance for humans of exercise, eating well and hygiene.          - Find out about and describe the basic needs of animals for survival.          - Notice that animals, including humans, have offspring which grow into adults.</p> <p>- P4C link</p> <p><b>Baby animals – KS1 ???</b></p> <p><b>Choice chambers – wood lice – 4 sections – dark and wet, dark and dry etc. Chn create mini habitats and then check where the wood lice have gone.</b></p> <p><u>Animals including humans (parts of the human body) (Year 1 Unit)</u></p> <p>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Dog biscuit skeleton – make and label</b>  <b>Review – spine made up of one bone, plan do and review</b></p> <p><b>Whole school investigation – exercise and heart rate, marshmallow pulse, graphs – differentiation – stage appropriate, they are making progress</b></p>	<p><b>Science: Animals</b>  <u>Animals including humans (Year 1 Unit)</u></p> <p>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals          - Identify and name a variety of common animals that are carnivores, herbivores and omnivores          - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals ,including pets)</p>
	<p><b>Working scientifically coverage:</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- <b>identifying and classifying</b></li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul>	<p><b>Working scientifically coverage:</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul>	<p><b>Working scientifically coverage:</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- <b>identifying and classifying</b></li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul>	<p><b>Working scientifically coverage:</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul>	<p><b>Working scientifically coverage:</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul>	<p><b>Working scientifically coverage:</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul>

Key Stage 1 Long Term Plan

<p><b>Forest Schools</b></p> <ul style="list-style-type: none"> <li>Whittling a variety of materials (experimentation stage/exploration)</li> <li>Adult led and supported campfire</li> <li>Map reading/orienteering type activities (including treasure hunts)</li> <li>Exploration of woodlands</li> <li>Scavenger hunts</li> <li>Building simple dens</li> <li>Tree climbing</li> <li>Gathering natural materials (e.g. firewood, resources for art)</li> <li>Map reading/orienteering type activities (including treasure hunts)</li> </ul>		<p><b>Forest Schools</b></p> <ul style="list-style-type: none"> <li>Use of simple tools, such as potato peelers to create toasting sticks – this is only an example.</li> <li>Basic knot tying</li> <li>Assisting leader to make hot chocolate with Kelly Kettle</li> </ul>		<p><b>Forest Schools</b></p> <ul style="list-style-type: none"> <li>Lighting small fires, using flint and steel, to help start a communal fire</li> <li>Cooking of simple foods eg popcorn/pasta</li> <li>Assisting adults in building rope swings</li> <li>Pond dipping</li> <li>Tracking and searching for wildlife</li> </ul>	
<p><b>Computing:</b> E-safety and Text and Graphics</p> <p>NC6) - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>Computing:</b> Control</p> <p>NC1) - understand what algorithms (procedure or formula to solve a problem) are; how they are implemented as programs (group of algorithms) on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC2) - create and debug simple programs</p> <p>NC3) - logical reasoning to predict the behaviour of simple programs</p>	<p><b>Computing:</b> Control</p> <p>NC1) - understand what algorithms (procedure or formula to solve a problem) are; how they are implemented as programs (group of algorithms) on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC2) - create and debug simple programs</p> <p>NC3) - logical reasoning to predict the behaviour of simple programs</p>	<p><b>Computing:</b> Presenting</p> <p>NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Computing:</b> Media</p> <p>NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Computing:</b> Internet</p> <p>NC5) - recognise common uses of information technology beyond school</p> <p>NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p><b>ART</b> Ourselves. Self-portraits collage, my home. Key artist Paul Klee, Van Gogh. Exploring line</p>	<p><b>DT</b> Castles and knights. 3D pop-up card/castle, Cutting, folding. Exploring structures</p>	<p><b>Art</b> Colour wheel. Explore tone and value in various mediums to create space pictures</p>	<p><b>DT</b> Puppetmaking, moving pictures. Explore mechanisms such as levers and pulleys in theme of pirates</p>	<p><b>Art</b> Key artists-Andy Warhol and Clare Youngs. Printmaking, exploring texture and pattern in nature</p>	<p><b>DT</b> Tiedye, fabric paint Design and create own headscarf inspired by African art.</p>

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	<p><b>Music:</b> Singing games and rhymes focused on s-m My home compositions-sounds for different rooms/feelings/people BBC 10 pieces: Finlandia</p>	<p><b>Music:</b> Singing games and rhymes focused on s-m (with Curwen handsigns) Castle songs Preparation for Christmas Compositions based on castle word speech rhythms BBC 10 pieces Carl Orff <i>O Fortuna</i> (medieval text) Arnold Bax <i>Tintagel</i></p>	<p><b>Music:</b> Singing games and rhymes focused on l-s-m Season songs Compositions with ABA structure linked to Rocket launch/land Hans Zimmer – <i>Interstellar</i> John Williams <i>ET/Star Wars</i> Strauss – <i>Also Sprach Zarathustra</i></p>	<p><b>Music:</b> Singing games and rhymes focused on l-s-m Pirate songs Rewriting song lyrics to Sea shanties BBC 10 pieces Britten <i>Storm</i> from <i>Peter Grimes</i> Zimmer/Badelt <i>Pirates of the Caribbean</i></p>	<p><b>Music:</b> Singing games and rhymes focused on l-s-m (with Curwen handsigns) Fast/Slow compositions with Hare and the Tortoise story Saint Saëns The Carnival of the Animals</p>	<p><b>Music:</b> Singing games and rhymes focused on l-s-m (with Curwen handsigns) African songs Mama Panya’s Pancakes - adding sounds to story Responding through art and movement to traditional and contemporary African music</p>
<p><b>PE - Teacher led -</b></p> <p><b>Year 1: Gymnastics:</b> Flight – Bouncing, jumping &amp; landing</p> <p><b>Year 2: Gymnastics:</b> Parts High &amp; Parts Low</p>	<p><b>PE - Teacher led -</b></p> <p><b>Year 1: Dance:</b> Slanted Dance unit - Jungle <b>or</b> Castles &amp; Knights (linked to topic)</p> <p><b>Year 2: Dance:</b> Slanted Dance unit – Friendship &amp; conflict <b>or</b> Castles &amp; Knights (linked to topic)</p>	<p><b>PE - Teacher led -</b></p> <p><b>Year 1: Gymnastics</b> Rocking &amp; Rolling</p> <p><b>Year 2: Gymnastics</b> Turning – Spinning - Twisting</p>	<p><b>PE - Teacher led -</b></p> <p><b>Year 1: Games</b> Throwing &amp; Catching – aiming games (3/4 lessons) &amp; Bat/Ball Skills &amp; Games – Skipping (3/4 lessons)</p> <p><b>Year 2: Games</b> Group Games &amp; inventing rules</p>	<p><b>PE - Teacher led –</b></p> <p><b>Year 1: Dance</b> Slanted Dance Unit: Dinosaurs <b>or</b> Animal antics (linked to topic)</p> <p><b>Year 2: Dance</b> Slanted Dance Unit: Water <b>or</b> Animal antics (linked to topic)</p>	<p><b>PE - Teacher</b></p> <p><b>Year 1:</b> Paralympic Sports &amp; Sports Day Practice</p> <p><b>Year 2:</b> Paralympic Sports &amp; Sports Day Practice</p>	
<p><b>PE – PE Coordinator PPA –</b></p> <p><b>Year 1: Games:</b> Focus on ball skills &amp; games</p> <p><b>Year 2: Games:</b> Throwing &amp; Catching - inventing games</p>	<p><b>PE – PE Coordinator PPA –</b></p> <p><b>Year 1: Gymnastics</b> Points &amp; Patches</p> <p><b>Year 2: Gymnastics:</b> Pathways, Straight, Zig-zag &amp; curving</p>	<p><b>PE – PE Coordinator PPA –</b></p> <p><b>Year 1: Dance:</b> Slanted Dance Unit (discuss with class teacher)</p> <p><b>Year 2 Dance:</b> Slanted Dance Unit (discuss with class teacher)</p>	<p><b>PE – PE Coordinator PPA</b></p> <p><b>Year 1 Games:</b> Developing partner work (link to class teachers lessons)</p> <p><b>Year 2 Games:</b> Dribbling, Kicking &amp; Hitting</p>	<p><b>PE – PE Coordinator PPA –</b></p> <p><b>Year 1 – Elevating Athletics</b> Running Jumping Throwing</p> <p><b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>	<p><b>PE – PE Coordinator PPA –</b></p> <p><b>Year 1 – Elevating Athletics</b> Running Jumping Throwing</p> <p><b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>	<p><b>PE – PE Coordinator PPA –</b></p> <p><b>Year 1 – Elevating Athletics</b> Running Jumping Throwing</p> <p><b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>
<p><b>PSHE:</b> <b>Physical health and wellbeing</b> Year 1 – fun times</p> <ul style="list-style-type: none"> <li>- About food that is associated with special times, in different cultures.</li> <li>- About active playground games from around the world</li> <li>- About sun safety</li> </ul> <p><b>Cross curricular links</b> DT – healthy eating Science – importance of</p>	<p><b>PSHE:</b> <b>Keeping safe and managing risk:</b> Year 1 - Feeling safe:</p> <ul style="list-style-type: none"> <li>- Safety in familiar situations</li> <li>- About personal safety</li> <li>- About people who help keep them safe outside the home.</li> </ul> <p><b>Cross curricular links</b> Art – bonfire night</p> <p>(Mind mate lesson: Friends and family: Recognise how others show feelings and know how to respond)</p>	<p><b>PSHE:</b> <b>Identity, society and equality:</b> Year 1 – Me and others:</p> <ul style="list-style-type: none"> <li>- About what makes themselves and others special</li> <li>- About roles and responsibilities at home and school</li> <li>- About being co-operative with others.</li> </ul> <p><b>Cross curricular links</b> English – Fantasy stories (being special)</p>	<p><b>PSHE:</b> <b>Drug, alcohol and tobacco education:</b> Year 1 - What do we put into and on to bodies?</p> <ul style="list-style-type: none"> <li>- about what can go into bodies and how it can make people feel</li> <li>- about what can go on to bodies and how it can make people feel</li> </ul> <p><b>Cross curricular links</b> Main theme – unhealthy pirates History – discovery of captain cook</p>	<p><b>PSHE:</b> <b>Careers, financial capability and economic wellbeing:</b> Year 1: My money</p> <ul style="list-style-type: none"> <li>- about where money comes from and making choices when spending money</li> <li>- about saving money and how to keep it safe</li> <li>- about the different jobs people do</li> </ul> <p><b>Cross curricular links</b> Maths - money</p> <p>(Mind mate lesson: Being the same,</p>	<p><b>PSHE:</b> <b>Mental health and emotional wellbeing:</b> Year 1: Feelings</p> <ul style="list-style-type: none"> <li>- about different types of feelings</li> <li>- about managing different feelings</li> <li>- about change or loss and how this can feel</li> </ul> <p><b>Cross curricular links</b> RE – Feelings of Jesus - friendship</p> <p>(Mind mate lesson: solving problems/making it better: Setting</p>	<p><b>PSHE:</b> <b>Mental health and emotional wellbeing:</b> Year 1: Feelings</p> <ul style="list-style-type: none"> <li>- about different types of feelings</li> <li>- about managing different feelings</li> <li>- about change or loss and how this can feel</li> </ul> <p><b>Cross curricular links</b> RE – Feelings of Jesus - friendship</p> <p>(Mind mate lesson: solving problems/making it better: Setting</p>

Key Stage 1 Long Term Plan

<p>exercise, eating well and hygiene Computing – staying safe-online.</p> <p>(Mind mate lesson: Feeling good and being me: recognise feelings) <b>Discrete lesson taught P4C</b></p> <p>Year 2 – What keeps me healthy?</p> <ul style="list-style-type: none"> <li>- About eating well</li> <li>- About the importance of physical activity, sleep and rest</li> <li>- About people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul> <p><b>Cross curricular links</b> DT – healthy eating Science – importance of exercise, eating well and hygiene Computing – staying safe-online.</p> <p>(Mind mate: Feeling good and being me: Celebrate strengths: ) – <b>Discrete lesson taught P4C</b></p>	<p><b>Discrete lesson taught P4C</b></p> <p>Year 2 – Indoors and outdoors</p> <ul style="list-style-type: none"> <li>- About keeping safe in the home, including fire safety</li> <li>- About keeping safe outside</li> <li>- About road safety</li> </ul> <p><b>Cross curricular links</b> Science – clothing for different seasons</p> <p>(Mind mate lesson: Friends and family: impact of behaviour on others) <b>Discrete lesson taught P4C</b></p>	<p><b>RE – Prayer at home</b></p> <p>(Mind mate lesson: Life changes: New school/class making new friends) <b>Discrete lesson taught P4C</b></p> <p><b>Mental health and emotional wellbeing:</b> Year 2 – Friendship</p> <ul style="list-style-type: none"> <li>- about the importance of special people in their lives</li> <li>- about making friends and who can help with friendships about solving problems that might arise with friendships</li> </ul> <p><b>Cross curricular links</b> Music – evoking feelings – emotional music</p> <p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person) <b>Discrete lesson taught P4C</b></p>	<p><b>Science – investigation of medicines</b></p> <p>(Mind mate lesson: Strong emotions: recognise what is fair/unfair right/wrong) <b>Discrete lesson taught P4C</b></p> <p>Year 2 – Medicines and me</p> <ul style="list-style-type: none"> <li>- why medicines are taken</li> <li>- where medicines come from</li> <li>- about keeping themselves safe around medicines</li> </ul> <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> <li>- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul> <p><b>Cross curricular links</b> Main theme – unhealthy pirates History – discovery of captain cook Science – investigation of medicines</p> <p>(Mind mate lesson: Strong emotions: uncomfortable feelings) <b>Discrete lesson taught P4C</b></p>	<p>being different: Celebrating differences) <b>Discrete lesson taught P4C</b></p> <p><b>Sex and relationship education:</b> Year 2: Boys and girls, families</p> <ul style="list-style-type: none"> <li>- to understand and respect the differences and similarities between people</li> <li>- about the biological differences between male and female animals and their role in the life cycle</li> <li>- the biological differences between male and female children</li> </ul> <p><b>Discrete lesson taught</b></p> <p>(Mind mate lesson: Being the same, being different: beginning to understand empathy) <b>Discrete lesson taught P4C</b></p>	<p>goals and targets) <b>Discrete lesson taught P4C</b></p> <p><b>Sex and relationship education:</b> Year 2: Boys and girls, families</p> <ul style="list-style-type: none"> <li>- about growing from young to old and that they are growing and changing</li> <li>- that everybody needs to be cared for and ways in which they care for others</li> <li>- about different types of family and how their home-life is special</li> </ul> <p><b>Cross curricular links</b> Computing – creating a family tree.</p> <p>(Mind mate lesson: solving problems/making it better: not giving up/ perseverance) <b>Discrete lesson taught P4C</b></p>
<p><b>RE P4C</b> Year 1 – Unit 1.4 - Why do we care about people? Year 2 – Unit 2.2. - How can we make good choices?</p>	<p><b>RE P4C</b> Year 1 – Unit 1.4 - Why do we care about people? Year 2 – Unit 2.2. - How can we make good choices?</p>	<p><b>RE P4C</b> Year 1 – 1.1 - Why are stories important? Year 2 – Unit 2.3 - How and why do people pray?</p>	<p><b>RE P4C</b> Year 1- Unit 1.2 - Why do we celebrate special occasions? (link to Easter.) Year 2 – Unit 2.1 - How do Christians and Muslims celebrate new life? (link to Easter.)</p>	<p><b>RE P4C</b> Year 1 – Unit 1.3 - What does it mean to belong to a church or mosque? Year 2 – Unit 2.4 - How can we look after our planet?</p>	<p><b>RE P4C</b> Year 1 – Unit 1.3 - What does it mean to belong to a church or mosque? Year 2 – Unit 2.4 - How can we look after our planet?</p>

## KS1- Cycle 2- 2020-2021

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Driver - Science	Key Driver-History	Key Driver – History	Key Driver-Geography	Key Driver – Science	Key Driver- Geography
	Topic –Animals and us Enriching Experiences- Cookridge has got Talent	Topic- Let there be light Enriching Experiences- Visit to the Church	Topic – London’s burning Enriching Experiences Fire engine visit	Topic-Wonderful Weather Enriching Experiences Visit to Chevin	Topic –Gardeners World Enriching Experiences- Garden Party	Topic- Seaside Enriching Experiences- Visit to Bridlington
	<u>Texts</u> Mental Health Book (HK) Funny bones 450 How to help hedgehogs and protect polar bears 580	<u>Texts</u> Easter/ World of Festivals 450 - 530 The Gunpowder Plot Usbourne young readers 460 Stickman 480	<u>Texts</u> Vlad and the Great Fire of London - 500 Great Fire of London unclassified Nick Hunter 520 Rainbow Bear 540	<u>Texts</u> Withering Heights 600 Variety of weather books Cloudy with a chance of meatballs 530	<u>Texts</u> Jack and the Beanstalk 660 Plants 480 Enchanted Wood 640	<u>Texts</u> Summertime stories 670 Bridlington brochure Dear Greenpeace 590
	<u>Genres:</u> Narrative Narrative Non-Narrative	<u>Genres:</u> Narrative Poetry Fact files	<u>Genres:</u> Non Narrative Narrative Diaries	<u>Genres:</u> Narrative Poetry Non narrative	<u>Genres:</u> Non -Narrative Non – Narrative Narrative	<u>Genres:</u> Narrative: Non Narrative Letters
	English: Writing - Year 1 - Basic Fluency – spelling and handwriting.	English: Writing - Year 1 - Grammar, Punctuation and Spelling		English: Writing - Year 1 - Grammar, Punctuation and Spelling English: Writing - Year 1 – Composition		
	English: Writing - Year 2 - Basic Fluency – spelling and handwriting.	English: Writing - Year 2 - Grammar, Punctuation and Spelling		English: Writing - Year 2 - Grammar, Punctuation and Spelling English: Writing - Year 2 – Composition		
	For the objectives covered and the sequence they are taught in please click <a href="https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/">https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/</a>					
	Maths - Year 1- Basic Fluency	Forest Schools & P4C	Maths - Year 1– Number	Forest Schools & P4C	Maths - Year 1 - Measure/Geometry/Statistics	Forest Schools & P4C
	Maths - Year 2- Basic Fluency		Maths - Year 2- Number		Maths - Year 2- Measure/Geometry/Statistics	
	For the objectives covered and the sequence they are taught in please click <a href="https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/">https://www.cookridgeprimary.co.uk/statutory/curriculum-offer/core-subject-frameworks/</a>					

	<p><b><u>Geography: Ourselves</u></b></p> <p><b><u>Locational Place knowledge Human and Physical Geographical skills and fieldwork:</u></b></p> <p>Use simple fieldwork and observational skills to study the school environment and it's grounds.</p>	<p><b><u>History :Festivals</u></b></p> <p>Guy Fawkes. - the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (timeline, future)</p> <p>- Link to visit from care home – retelling tales of their Christmas</p> <p>Remembrance day, bonfire night, Christmas</p>	<p><b><u>History: Great Fire of London</u></b></p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><b><u>Geography: Locational</u></b></p> <p>Name and locate and identify characteristics of the 4 countries and capital cities of the united kingdom and its surrounding seas.</p> <p><b><u>Place knowledge Human and Physical</u></b></p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>Comparing Leeds/London</p>	<p><b><u>History:-Yorkshire</u></b></p> <p>Significant historical events, people and places in their own locality.</p> <p>Bronte Sisters</p> <p><b><u>Geography:- will be taught through science mainly</u></b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Weather station, compare Yorkshire to hotter climates</p>	<p><b><u>Geography:-Plants</u></b></p> <p><b><u>Locational Place knowledge Human and Physical Geographical skills and fieldwork:</u></b></p> <p>Use simple fieldwork and observational skills to study the school environment and it's grounds.</p>	<p><b><u>Geography: Seaside</u></b></p> <p><b><u>Locational Place knowledge Human and Physical Geographical skills and fieldwork:</u></b></p> <p>Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <p>use basic geographical vocabulary to refer to:</p> <p>- key physical features, including: <b>beach, cliff, coast</b>, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b><u>History</u></b></p> <p>Significant historical events, people and places in their own locality.</p> <p>- <b>Tour De Yorkshire</b></p>
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Key Stage 1 Long Term Plan

	<p><b>Science:</b>  <b>Science: Living things and their habitats (year 2 unit)</b>          -explore and compare the differences between things that are living, dead, and things that have never been alive          -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other          -identify and name a variety of plants and animals in their habitats, including microhabitats          - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Science: Living things and their habitats (year 2 unit)</b>          -explore and compare the differences between things that are living, dead, and things that have never been alive          -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other          -identify and name a variety of plants and animals in their habitats, including microhabitats          - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Science: Seasonal changes (Year 1 unit)</b>          -observe changes across the four seasons          - observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Science:</b>  <b>Science: Seasonal changes (Year 1 unit)</b>          -observe changes across the four seasons          - observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Science:</b>  <b>Science: Plants (Year 1 unit)</b>          - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees          - identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Science:</b>  <b>Science: Plants (Year 2 unit)</b>          Identify and name a variety of common plants.          Describe structure of plant.          Observe and describe how seeds and bulbs grow into mature plants          Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
	<p><b>Working scientifically coverage:</b>          - asking simple questions and recognising that they can be answered in different ways          - observing closely, using simple equipment          - performing simple tests          - identifying and classifying          - using their observations and ideas to suggest answers to questions          - gathering and recording data to help in answering questions.</p>	<p><b>Working scientifically coverage:</b>          - asking simple questions and recognising that they can be answered in different ways          - observing closely, using simple equipment          - performing simple tests          - identifying and classifying          - using their observations and ideas to suggest answers to questions          - gathering and recording data to help in answering questions.</p>	<p><b>Working scientifically coverage:</b>          - asking simple questions and recognising that they can be answered in different ways          - observing closely, using simple equipment          - performing simple tests          - identifying and classifying          - using their observations and ideas to suggest answers to questions          - gathering and recording data to help in answering questions.</p>			

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<p><b>Forest Schools</b></p> <ul style="list-style-type: none"> <li>Whittling a variety of materials (experimentation stage/exploration)</li> <li>Adult led and supported campfire</li> <li>Map reading/orienteering type activities (including treasure hunts)</li> <li>Exploration of woodlands</li> <li>Scavenger hunts</li> <li>Building simple dens</li> <li>Tree climbing</li> <li>Gathering natural materials (e.g. firewood, resources for art)</li> <li>Map reading/orienteering type activities (including treasure hunts)</li> </ul>		<p><b>Forest Schools</b></p> <ul style="list-style-type: none"> <li>Use of simple tools, such as potato peelers to create toasting sticks – this is only an example.</li> <li>Basic knot tying</li> <li>Assisting leader to make hot chocolate with Kelly Kettle</li> </ul>		<p><b>Forest Schools</b></p> <ul style="list-style-type: none"> <li>Lighting small fires, using flint and steel, to help start a communal fire</li> <li>Cooking of simple foods eg popcorn/pasta</li> <li>Assisting adults in building rope swings</li> <li>Pond dipping</li> <li>Tracking and searching for wildlife</li> </ul>	
<p><b>Computing:</b> E-safety and Text and Graphics</p> <p>NC6) - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>Computing:</b> Control</p> <p>NC1) - understand what algorithms (procedure or formula to solve a problem) are; how they are implemented as programs (group of algorithms) on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC2) - create and debug simple programs</p> <p>NC3) - logical reasoning to predict the behaviour of simple programs</p>	<p><b>Computing:</b> Control</p> <p>NC1) - understand what algorithms (procedure or formula to solve a problem) are; how they are implemented as programs (group of algorithms) on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC2) - create and debug simple programs</p> <p>NC3) - logical reasoning to predict the behaviour of simple programs</p>	<p><b>Computing:</b> Presenting</p> <p>NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Computing:</b> Media</p> <p>NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Computing:</b> Internet</p> <p>NC5) - recognise common uses of information technology beyond school</p> <p>NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p><b>Art</b></p> <p>Taking a line for a walk –Picasso, Paul Klee. Scratch painting</p>	<p><b>DT</b> Make Divas Design Make Evaluate Coat of arms - Design a coat of arms a castle. Research children’s individual family coat of arms.</p>	<p><b>Art</b> Colour theory Explore warm and cool colours in artists work Matisse. Paint a hot hands picture</p>	<p><b>DT</b> Construction Redesign the water tower. Construct own water vessel , evaluate</p>	<p><b>Art</b> Andy Goldsworthy Make collograph using natural materials. Printmaking. Frottage</p>	<p><b>DT</b> Use recycled materials/plastics to create 3D sculptures/ products eg waste paper basket, bins.</p>

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<p><b>Music:</b> Singing games and rhymes focused on s-m Exploring long and short patterns with stick/dot notation BBC Ten Pieces Kerry Andrew <i>No Place Like</i></p>	<p><b>Music:</b> Singing games and rhymes focused on s-m (with Curwen handsigns) Diwali Songs Preparation for Christmas Rangoli Patterns to inspire creating sound patterns Traditional Indian Music for Diwali</p>	<p><b>Music:</b> Singing games and rhymes focused on l-s-m  London's Burning with ostinato patterns Compositions based on speech rhythms for Fire of London BBC 10 Pieces <i>Handel Music for the Royal Fireworks</i> Stravinsky <i>The Firebird</i></p>	<p><b>Music:</b> Singing games and rhymes focused on l-s-m  Ilkley Moor bah tat Rewriting song lyrics for Ilkley Moor Exploring sounds and making own instruments</p>	<p><b>Music:</b> Singing games and rhymes focused on l-s-m (with Curwen handsigns) The Garden and other plant songs Jack and the Beanstalk – adding sound to stories. BBC 10 pieces Tchaikovsky <i>Waltz of the Flowers</i> Delibes <i>Flower Duet</i></p>	<p><b>Music:</b> Singing games and rhymes focused on l-s-m (with Curwen handsigns) Sea/Beach songs Picture Scores Grace Williams <i>Sea Sketches</i> Mendelssohn <i>Fingal's cave</i> John Ireland <i>Sea Fever</i> (Beaches)</p>
<p><b>PE - Teacher led -</b>  <b>Year 1: Gymnastics:</b> Flight – Bouncing, jumping &amp; landing  <b>Year 2: Gymnastics:</b> Parts High &amp; Parts Low</p>	<p><b>PE - Teacher led -</b>  <b>Year 1: Dance:</b> Slanted Dance unit - Jungle or Castles &amp; Knights (linked to topic)  <b>Year 2: Dance:</b> Slanted Dance unit – Friendship &amp; conflict or Castles &amp; Knights (linked to topic)</p>	<p><b>PE - Teacher led -</b>  <b>Year 1: Gymnastics</b> Rocking &amp; Rolling  <b>Year 2: Gymnastics</b> Turning – Spinning - Twisting</p>	<p><b>PE - Teacher led -</b>  <b>Year 1: Games</b> Throwing &amp; Catching – aiming games (3/4 lessons) &amp; Bat/Ball Skills &amp; Games – Skipping (3/4 lessons)  <b>Year 2: Games</b> Group Games &amp; inventing rules</p>	<p><b>PE - Teacher led –</b>  <b>Year 1: Dance</b> Slanted Dance Unit: Dinosaurs or Animal antics (linked to topic)  <b>Year 2: Dance</b> Slanted Dance Unit: Water or Animal antics (linked to topic)</p>	<p><b>PE - Teacher</b>  <b>Year 1:</b> Paralympic Sports &amp; Sports Day Practice  <b>Year 2:</b> Paralympic Sports &amp; Sports Day Practice</p>
<p><b>PE – PE Coordinator PPA –</b>  <b>Year 1: Games:</b> Focus on ball skills &amp; games  <b>Year 2: Games:</b> Throwing &amp; Catching - inventing games</p>	<p><b>PE – PE Coordinator PPA –</b>  <b>Year 1: Gymnastics</b> Points &amp; Patches  <b>Year 2: Gymnastics:</b> Pathways, Straight, Zig-zag &amp; curving</p>	<p><b>PE – PE Coordinator PPA –</b>  <b>Year 1: Dance:</b> Slanted Dance Unit (discuss with class teacher)  <b>Year 2 Dance:</b> Slanted Dance Unit (discuss with class teacher)</p>	<p><b>PE – PE Coordinator PPA</b>  <b>Year 1 Games:</b> Developing partner work (link to class teachers lessons)  <b>Year 2 Games:</b> Dribbling, Kicking &amp; Hitting</p>	<p><b>PE – PE Coordinator PPA –</b>  <b>Year 1 – Elevating Athletics</b> Running Jumping Throwing  <b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>	<p><b>PE – PE Coordinator PPA –</b>  <b>Year 1 – Elevating Athletics</b> Running Jumping Throwing  <b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>
<p><b>PSHE:</b> <b>Physical health and wellbeing</b> Year 1 – fun times - About food that is associated with special times, in different cultures. - About active playground games from around the world - About sun safety  <b>Cross curricular links</b></p>	<p><b>PSHE:</b> <b>Keeping safe and managing risk:</b> Year 1 - Feeling safe: - Safety in familiar situations - About personal safety - About people who help keep them safe outside the home.  (Mind mate lesson: Friends and family: Recognise how others</p>	<p><b>PSHE:</b> <b>Identity, society and equality:</b> Year 1 – Me and others: - About what makes themselves and others special - About roles and responsibilities at home and school - About being co-operative with others.  (Mind mate lesson: Life changes: New school/class making new</p>	<p><b>PSHE:</b> <b>Drug, alcohol and tobacco education:</b> Year 1 - What do we put into and on to bodies? - about what can go into bodies and how it can make people feel - about what can go on to bodies and how it can make people feel</p>	<p><b>PSHE:</b> <b>Careers, financial capability and economic wellbeing:</b> Year 1: My money - about where money comes from and making choices when spending money - about saving money and how to keep it safe - about the different jobs people do  <b>Cross curricular links</b> Maths – money- buying ice creams on</p>	<p><b>PSHE:</b> <b>Mental health and emotional wellbeing:</b> Year 1: Feelings - about different types of feelings - about managing different feelings - about change or loss and how this can feel  <b>Cross curricular links</b> RE – Feelings of Jesus - friendship</p>

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	<p>Computing – staying safe- online. (Mind mate lesson: Feeling good and being me: recognise feelings) <b>Discrete lesson taught P4C</b></p> <p>Year 2 – What keeps me healthy? - About eating well - About the importance of physical activity, sleep and rest - About people who help us to stay healthy and well and about basic health and hygiene routines</p> <p><b>Cross curricular links</b> Computing – staying safe- online.</p> <p>(Mind mate: Feeling good and being me: Celebrate strengths: ) – <b>Discrete lesson taught P4C</b></p>	<p>show feelings and know how to respond) <b>Discrete lesson taught P4C</b></p> <p>Year 2 – Indoors and outdoors - About keeping safe in the home, including fire safety - About keeping safe outside - About road safety</p> <p><b>Cross curricular links</b> Art – bonfire night DT – creating a bonfire</p> <p>(Mind mate lesson: Friends and family: impact of behaviour on others) <b>Discrete lesson taught P4C</b></p>	<p>friends) <b>Discrete lesson taught P4C</b></p> <p><b>Mental health and emotional wellbeing:</b> Year 2 – Friendship - about the importance of special people in their lives - about making friends and who can help with friendships - about solving problems that might arise with friendships</p> <p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person) <b>Discrete lesson taught P4C</b></p>	<p><b>Cross curricular links</b> Computing – create poster about drugs</p> <p>(Mind mate lesson: Strong emotions: recognise what is fair/unfair right/wrong) <b>Discrete lesson taught P4C</b></p> <p>Year 2 – Medicines and me - why medicines are taken - where medicines come from - about keeping themselves safe around medicines</p> <p>Asthma lesson for Year 2, 3 or 4 - that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p><b>Cross curricular links</b> Computing – create poster about drugs</p> <p>(Mind mate lesson: Strong emotions: uncomfortable feelings) <b>Discrete lesson taught P4C</b></p>	<p>beach Art – making products to sell</p> <p>(Mind mate lesson: Being the same, being different: Celebrating differences) <b>Discrete lesson taught P4C</b></p> <p><b>Sex and relationship education:</b> Year 2: Boys and girls, families - to understand and respect the differences and similarities between people - about the biological differences between male and female animals and their role in the life cycle - the biological differences between male and female children</p> <p><b>Discrete lesson taught</b></p> <p>(Mind mate lesson: Being the same, being different: beginning to understand empathy) <b>Discrete lesson taught P4C</b></p>	<p>DT – managing feelings – hobbies – food?</p> <p>(Mind mate lesson: solving problems/making it better: Setting goals and targets) <b>Discrete lesson taught P4C</b></p> <p><b>Sex and relationship education:</b> Year 2: Boys and girls, families - about growing from young to old and that they are growing and changing - that everybody needs to be cared for and ways in which they care for others - about different types of family and how their home-life is special</p> <p><b>Cross curricular links</b> Computing – creating a family tree.</p> <p>(Mind mate lesson: solving problems/making it better: not giving up/ perseverance) <b>Discrete lesson taught P4C</b></p>
	<p><b>RE P4C</b> <b>Theme:</b> Creation <b>Key question:</b> <i>Does God want Christians to look after the world? How would does God look after the animals?</i> <b>Religion:</b> Christianity</p> <p>How the World Began?- First Bible Story. Create an animal and mindmap.</p>	<p><b>RE P4C</b> <b>Theme:</b> Christmas story <b>Key question:</b> What gift would I have given Jesus if he had been born in my town, not Bethlehem? <b>Religion:</b> Christianity</p> <p><b>Include festivals</b></p>	<p><b>RE P4C</b> <b>Theme:</b> Prayer at home <b>Key question:</b> does praying at home happen at regular intervals every day help a Muslim in his/her everyday life? <b>Religion:</b> Islam</p> <p><b>Include festivals</b></p>	<p><b>RE P4C</b> <b>Theme:</b> Easter – Palm Sunday <b>Key question:</b> why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? <b>Religion:</b> Christianity</p> <p><b>Include festivals</b></p>	<p><b>RE P4C</b> <b>Theme:</b> Different religions <b>Key question:</b> What does it mean to belong to a faith community? <b>Religion:</b> Celebrate and understand different religions</p> <p><b>Include festivals</b></p>	<p><b>RE P4C</b> <b>Theme:</b> Jesus as a friend <b>Key question:</b> Was it always easy for Jesus to show friendship? <b>Religion:</b> Christianity</p> <p><b>Include festivals</b></p>