

## KS1- Year - Cycle 1- 2023-2024

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC DRIVER	Key Driver-Humanities	Key Driver - History	Key Driver - History	Key Driver - Geography	Key Driver - Science	Key Driver - Geography
	Topic - Ourselves Enriching experience- Science exploration week	Topic - Castles and Knights Enriching Experiences- Knight experience day	Topic - Space Enriching Experiences Space DT day	Pirates and Explorers Enriching Experiences Pirate party	Topic –Animal antics Enriching Experiences- Visit to Cannon Hall	Topic –Africa Enriching experience- African dancers/musicians workshop
ENGLISH	<b>Whole Class Texts</b>	<b>Whole Class Texts</b>	<b>Whole Class Texts</b>	<b>Whole Class Texts</b>	<b>Whole Class Texts</b>	<b>Whole Class Texts</b>
	Just imagine/You Choose I wonder.....  Zog – Julia Donaldson – Lexile – 580L	Castles-Colin Thompson George and the Dragon Paper bag Princess Elf on the Shelf Rex and the Crown Jewels Robbery	Tim Peake Everything Space	Three Little Pirates The singing Mermaid Peter Pan	Animal antics Clue is in the Poo Fantastic Mr Fox	Tales from Africa Africa is not a country The Hunter Introducing Africa Meerkat Mail
	<b>Writing Genres</b> <b>YEAR 1</b>	<b>Writing Genres</b> <b>YEAR 1</b>	<b>Writing Genres</b> <b>YEAR 1</b>	<b>Writing Genres</b> <b>YEAR 1</b>	<b>Writing Genres</b> <b>YEAR 1</b>	<b>Writing Genres</b> <b>YEAR 1</b>
	Oracy/Drama –Just Imagine Non-Narrative – I Wonder (Science investigations) Information report Poetry – Zog	Non narrative – Legends –St George British Values/Historical recount Non-Fiction – Castles-Newspaper report (History link) Narrative – Paper bag Princess-Alternative characters Elf on the shelf - Instructions on how to wrap present	Non Narrative – Tim Peake- Biography and letter writing (Link to Science/History) Narrative – Beegu –Story writing Poetry-Performance space poems	Narrative – Three little Pirates – Alternate characters Poetry – The Singing Mermaid Non Narrative- Blackbeard Biography	Instruction leaflet – Animal Antics (Science Link) Non – Narrative – Clue is in the poo (Science Link) Information text Narrative – Fantastic Mr Fox- extended write	Cultural Stories – Tales from Africa (Geography Link) Diary Non Narrative – Africa is not a country (Geography Link) Non Chron report Letter Writing – Meerkat Mail (Geography Link)
	<b>YEAR 2</b>	<b>YEAR 2</b>	<b>YEAR 2</b>	<b>YEAR 2</b>	<b>YEAR 2</b>	<b>YEAR 2</b>
	Oracy/Drama – Just Imagine Non-Narrative –I Wonder (Science investigations) Information report	Non-Narrative: Recount - St George  Narrative: Historical Narrative – Tower of London	Non-Narrative: Newspaper Recount – Tim Peake  Narrative: Descriptive Narrative - Beegu	Non-Narrative: Biography – Blackbeard  Narrative: Traditional Narrative – Peter Pan	Non-Narrative: Information Text – Clue is in the Poo  Narrative: Adventure Narrative – Fantastic Mr Fox	Non-Narrative: <del>complaint/compare?</del> Letter – Meerkat Mail  Narrative: Traditional Narrative – Tales from Africa
1 poetry block over the term - Zog		1 poetry block over the term – Performance Space Poems		1 poetry block over the term		
MATHS	Maths - Year 1 - Basic Fluency FOCUS	Maths - Year 1 – Number FOCUS		Maths - Year 1 – Calculation - FOCUS	Maths - Year 1 - Measure/Geometry/Statistics	
	Maths - Year 2 - Basic Fluency FOCUS	Maths - Year 2 – Number FOCUS		Maths - Year 2 – Calculation - FOCUS	Maths - Year 2 - Measure/Geometry/Statistics	
We use White Rose Maths scheme to help with coverage and sequencing 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>						
HISTORY	<b>History :</b> <u>Chronological Understanding</u> a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines c - Describe memories and changes that have happened in their own lives. d - Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <b>Historical Interpretations</b> d - Explain that there are different types of evidence and sources that can be used to help represent the past.	<b>History:</b> <u>Historical Interpretations</u> a - Observe or handle evidence to ask and answer simple questions about the past on the basis of simple observation <u>Knowledge and Understanding</u> a - Recognise and identify similarities and differences between different periods, including present day c - Understand that there are reasons why people in the past acted as they did. <b>Presenting, Organising and Communicating</b> a - Communicate their knowledge about the past by talking, writing, drawing and using drama/role play	<b>History:</b> <u>Historical Interpretations</u> b - Observe and use pictures, photographs and artefacts to find out about the past. <u>Chronological Understanding</u> a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines <u>Knowledge and Understanding</u> d - Describe significant individuals from the past. <b>Presenting, Organising and Communicating</b> a - Communicate their knowledge about the past by talking, writing, drawing and using drama/role play	<b>History Fluency:</b> <u>Knowledge and Understanding</u> a - Recognise and identify similarities and differences between different periods, including present day	<b>History Fluency:</b> <u>Historical Interpretations</u> c - Start to use stories or accounts to distinguish between fact and fiction.	<b>History Fluency:</b> <u>Knowledge and Understanding</u> b - Know and recount episodes from stories and significant events in history. d - Describe significant individuals from the past.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GEOGRAPHY</p>	<p><b>Geography:</b> <u>Locational Knowledge</u> b - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. c - Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p><b>Geography Fluency:</b> <u>Locational Knowledge</u> b - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>Geography Fluency:</b> <u>Geographical Skills and Fieldwork</u> e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p><b>Geography:</b> <u>Locational Knowledge</u> a - Name and locate the world's seven continents and five oceans. <u>Geographical Skills and Fieldwork</u> a - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. b - Use simple compass directions and locational and directional language to describe the location of features and routes on a map c - Devise a simple map; and use and construct basic symbols in a key. e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p><b>Geography Fluency:</b> <u>Geographical Skills and Fieldwork</u> c - Devise a simple map; and use and construct basic symbols in a key. <u>Human and Physical Geography</u> b - Use basic geographical vocabulary to refer to key physical and human features,</p>	<p><b>Geography:</b> <u>Place Knowledge</u> a - Compare the UK with a contrasting country in the world. b - Compare a local city/town in the UK with a contrasting city/town in a different country. c - Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. <u>Human and Physical Geography</u> b - Use basic geographical vocabulary to refer to key physical and human features, <u>Geographical Skills and Fieldwork</u> a - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. e - Use key vocabulary to demonstrate knowledge and understanding</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENCE</p>	<p><b>Science:</b> <u>Working scientifically:</u> <b>ScIn1.1:</b> I can ask simple questions and recognise that they can be answered in different ways.  <b>ScIn2.1:</b> I can use simple equipment to observe scientific investigation closely.  <b>ScIn3.1:</b> I can perform simple tests.  <b>ScIn4.1:</b> I can identify and classify scientifically.  <b>ScIn5.1:</b> I can use my observations and ideas to suggest answers to questions.  <b>ScIn6.1:</b> I can gather and record data to help in answering questions.</p>	<p><u>Everyday materials (Y1)</u> <b>SC1.1:</b> I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)  <b>SC2.1:</b> I can distinguish between an object and the material from which it is made. (Y1)  <b>SC3.1 :</b> I can describe the simple physical properties of everyday materials (Y1)  <b>SC4.1 :</b> I can compare and group together the materials on the basis of their simple physical properties. (Y1)</p>	<p><u>Use of Every day materials (Y2)</u> <b>SC5.2:</b> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2)  <b>SC6.2:</b> I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p>	<p><u>Animals including humans (Y1)</u> <b>SC1.1:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <u>Animals including humans (Y2)</u> <b>SC2.2:</b> I notice that animals, including humans, have offspring which grow into adults. (Y2)  <b>SC3.2:</b> I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2)  <b>SC4.2:</b> I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)</p>	<p><u>Living things and their habitats (Y2)</u> <b>SC10.2 :</b> I can explore and compare the differences between things that are living, dead, and things that have never been alive.  <b>SC11.2 :</b> I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p><u>Living things and their habitats (Y2)</u> <b>SC12.2 :</b> I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  <b>SC13.2 :</b> I can 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">FOREST SCHOOL</p>	<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>			

Key Stage 1 Long Term Plan

COMPUTING	<p><b>Computing:</b></p> <p>Digital Literacy ESAFETY/PSHE CROSS CURRICULAR</p> <p>KS1 DL2 – I can 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></p> <p>Digital Literacy TECHNOLOGY IN THE HOME AND IN THE CITY</p> <p>KS1 DL1 – I can recognise common uses of information technology beyond school</p>	<p><b>Computing:</b></p> <p>Computer Science ALGORITHMS</p> <p>KS1 CS1 – I can 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><b>Computing:</b></p> <p>Computer Science BEE BOTS</p> <p>KS1 CS2 – I can create and debug simple programs</p> <p>KS1 CS3 – I can use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Computing:</b></p> <p>Computer Science Coding</p> <p>KS1 CS2 – I can create and debug simple programs</p> <p>KS1 CS3 – I can use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Computing:</b></p> <p>Information Technology ANIMATION</p> <p>KS1 IT1 - use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
ART	<p>ART Ourselves. Self-portraits collage, Key artist Paul Klee, Van Gogh. Exploring line To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>FOCUS: DRAWING &amp; PAINTING: Children can:</p> <p>A. Begin to control lines to create simple drawings from observations. B. Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel. C. Learn to hold drawing and painting tools correctly. D. Mix primary colours to make secondary colours.</p> <p>FOCUS: WORK OF OTHER ARTISTS: Children can:</p> <p>A. Describe the artwork of artists such as Paul Klee, Georgia O’Keefe and Picasso, Van Gogh, Matisse.</p>	<p>ART Design and decoration. Artist focus William Morris Decorate their castle Children can</p> <p>A. Explore work of famous designer B. Paint from nature C. Use key vocabulary to demonstrate understanding in this strand. Idea, starting point, observe, focus, design, improve.</p>	<p>Art Printmaking Texture Moonwalking- using flexi print to create spaceman’s foot print. Children can</p> <p>A. try different methods to improve B. Use a variety of shapes, including lines and texture. C. Respond positively to ideas and starting points.</p>	<p>ART Drawing. Pattern</p> <p>Durer’s Rhino- exploring texture and pattern in Durer’s famous print.</p> <p>Children can</p> <p>A. Describe differences and similarities and make links to their own work. B. Use dots and lines to demonstrate pattern and texture. C. Take inspiration from famous, notable artists to create their own work and compare.</p>	<p>Art ‘Carnival of the animals’ Music link Creating sculptures inspired by the music of Saint-Sean Explore work from different cultures e.g. Chinese origami, Aboriginal Art.</p> <p>Children can</p> <p>A. Use a variety of materials for sculpting B. Use a combination of materials that have been cut, torn and glued. C. Explore ideas and collect information.</p>	<p>Art Artist focus Niki-Davies Okundaya African textile artist FOCUS: TEXTILES, COLLAGES &amp; PRINTING Children can:</p> <p>A. Investigate a range of textures using rubbings B. Develop collages, based on simple shapes in different papers and materials. C. Weave using recycled materials D. Simple batik work. E. Simple printmaking techniques</p>

D&T	<p><b>DT</b> <b>Castles and knights.</b> <b>Build a castle</b></p> <p><b>Design</b> a. use their knowledge of existing products and their own experience to help generate their ideas; b. design products that have a purpose and are aimed at an intended user; c. explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. f understand and follow simple design criteria;</p> <p><b>Make</b> a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c. select from a range of materials, textiles and components according to their characteristics; d.learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; e.use a range of materials and components, including textiles and food ingredients; f. with help, measure and mark out; g. cut, shape and score materials with some accuracy; h. assemble, join and combine materials, components or ingredients; i. demonstrate how to cut, shape and join fabric to make a simple product; j. manipulate fabrics in simple ways to create the desired effect; k. use a basic running stitch; m. begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p> <p><b>Evaluate</b> a. explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; b.explain positives and things to improve for existing products; c.explore what materials products are made from; d. talk about their design ideas and what they are making; e. as they work, start to identify strengths and possible changes they might make to refine their existing design; f. evaluate their products and ideas against their simple design criteria; g. start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p><b>Technical Skills</b> a. build simple structures, exploring how they can be made stronger, stiffer and more stable; b talk about and start to understand the simple working characteristics of materials and components; c. explore and create products using mechanisms, such as levers, sliders and wheels.</p>	<p><b>DT</b> <b>Build A Pirate Ship</b></p> <p><b>Design</b> a. use their knowledge of existing products and their own experience to help generate their ideas; b. design products that have a purpose and are aimed at an intended user; c. explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. f understand and follow simple design criteria;</p> <p><b>Make</b> a. with support, follow a simple plan or recipe; 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c. explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. f understand and follow simple design criteria;</p> <p><b>Make</b> a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c. select from a range of materials, textiles and components according to their characteristics; d.learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; e.use a range of materials and components, including textiles and food ingredients; f. with help, measure and mark out; g. cut, shape and score materials with some accuracy; h. assemble, join and combine materials, components or ingredients; i. demonstrate how to cut, shape and join fabric to make a simple product; 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c. explore and create products using mechanisms, such as levers, sliders and wheels.</p>
Cooking	<p><b>Cooking</b></p> <p><b>Make Shield Pizzas</b></p> <p>a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p>	<p><b>Cooking</b></p> <p><b>Make Pirate biscuits</b></p> <p>a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p>	<p><b>Cooking</b></p> <p><b>Make pasta from scratch</b></p> <p>a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p>

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MUSIC	<p><b>Music:</b> Year 1: singing games and rhymes focused on s-m</p> <p>playing a steady beat</p> <p>long and short</p> <p>MMC listening</p> <p>Year 2: singing games and rhymes focused on l-s-m</p> <p>dot notation</p> <p>Lego rhythms</p> <p>long and short</p> <p>percussion playalongs</p> <p>MMC listening</p>	<p><b>Music:</b> Year 1: <i>castle shield graphic score</i></p> <p>Year 2: <i>Nativity Songs</i></p> <p><i>The Nutcracker</i></p> <p><i>Listening Maps</i></p>	<p><b>Music:</b> Year 1: s-m songs with actions</p> <p>adding sounds to stories: Whatever Next</p> <p>BBC ten pieces: Mars</p> <p>Year 2: l-s-m songs with actions</p> <p>speech rhythm grid (space words)</p> <p>BBC ten pieces: Mars</p>	<p><b>Music:</b> Year 1: s-m songs with actions</p> <p>Pirate Songs</p> <p>tuned percussion simple drones</p> <p>MMC listening</p> <p>Year 2: l-s-m songs with actions</p> <p>Pirate Songs</p> <p>stick notation</p> <p>drones on tuned percussion</p> <p>MMC listening</p>	<p><b>Music:</b> Year 1: s-m songs with handsigns</p> <p>The Carnival of the Animals</p> <p>Animal Songs</p> <p>dot notation</p> <p>Year 2: l-s-m songs with handsigns</p> <p>The Carnival of the Animals</p> <p>Soundwalk</p> <p>Animal Songs</p>	<p><b>Music:</b> Year 1: s-m songs with handsigns</p> <p>lego rhythms</p> <p>Animal Magic composition</p> <p>MMC listening</p> <p>Year 2: l-s-m songs with handsigns</p> <p>structure: musical kebabs</p> <p>MMC listening</p>
PE	<p>PE - Teacher led -</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>Year 1: Games:</b> Focus on ball skills &amp; games</p> <p><b>Year 2: Games:</b> Throwing &amp; Catching - inventing games</p>	<p>PE - Teacher led -</p> <p><b>Year 1: Dance:</b> Slanted Dance unit - Jungle or Castles &amp; Knights (linked to topic)</p> <p><b>Year 2: Dance:</b> Slanted Dance unit – Friendship &amp; conflict or Castles &amp; Knights (linked to topic)</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>PE - Teacher led -</p> <p><b>Year 1: Gymnastics</b> Rocking &amp; Rolling</p> <p><b>Year 2: Gymnastics</b> Turning – Spinning – Twisting</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>PE - Teacher led -</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>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>PE - Teacher led –</p> <p><b>Year 1: Dance</b> Slanted Dance Unit: Dinosaurs or Animal antics (linked to topic)</p> <p><b>Year 2: Dance</b> Slanted Dance Unit: Water or Animal antics (linked to topic)</p> <p><b>Year 1 – Elevating Athletics</b> Running Jumping Throwing</p> <p><b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>	<p>PE - Teacher</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>Year 1 – Elevating Athletics</b> Running Jumping Throwing</p> <p><b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>
PSHE:	<p><b>PSHE:</b> <b>Relationships</b> Year 1 – <u>What is the same and different about us?</u></p> <p><b>Relationships</b> Year 2 – <u>What makes a good friend?</u></p> <p>(Mind mate: Feeling good and being me: Celebrate strengths: )</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p><b>PSHE:</b> <b>Relationships</b> Year 1 – <u>Who is special to us?</u></p> <p><b>Relationships</b> Year 2 – <u>What is bullying?</u></p> <p>(Mind mate lesson: Friends and family: Recognise how others show feelings and know how to respond)</p> <p>(Mind mate lesson: Friends and family: impact of behaviour on others)</p> <p>British Values: an understanding of the importance of identifying and combatting discrimination</p>	<p><b>PSHE:</b> <b>Health and Wellbeing</b> Year 1 – <u>What helps us stay healthy?</u></p> <p><b>Living in the Wider World</b> Year 2 – <u>What jobs do people do?</u></p> <p>(Mind mate lesson: Life changes: New school/class making new friends)</p> <p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person)</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law</p>	<p><b>PSHE:</b> <b>Living in the Wider World</b> Year 1 – <u>What can we do with money?</u></p> <p><b>Health and Wellbeing</b> Year 2 – <u>What helps us to stay safe?</u></p> <p>(Mind mate lesson: Strong emotions: recognise what is fair/unfair right/wrong)</p> <p>(Mind mate lesson: Strong emotions: uncomfortable feelings)</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p><b>PSHE:</b> <b>Health and Wellbeing</b> Year 1 – <u>Who helps keep us safe?</u></p> <p><b>Health and Wellbeing</b> Year 2 – <u>What can help us grow and stay healthy?</u></p> <p>(Mind mate lesson: Being the same, being different: Celebrating differences)</p> <p>(Mind mate lesson: Being the same, being different: beginning to understand empathy)</p> <p>British Values: an understanding of the importance of identifying and combatting discrimination</p>	<p><b>PSHE:</b> <b>Living in the Wider World</b> Year 1 – <u>How can we look after each other and the world?</u></p> <p><b>Health and Wellbeing</b> Year 2 – <u>How do we recognise our feelings?</u></p> <p>(Mind mate lesson: solving problems/making it better: Setting goals and targets)</p> <p>(Mind mate lesson: solving problems/making it better: not giving up/ perseverance)</p> <p>British Values: an understanding of how citizens can influence decision-making through the democratic process</p>
RE	<p>RE Year 1 – Unit 1.1 – Stories</p> <p>Year 2 – Unit 2.4. - Core beliefs</p>	<p>RE Year 1 – Unit 1.2 - Festivals</p> <p>Year 2 – Unit 2.1. - Welcoming new life</p>	<p>RE Year 1 – Unit 1.5 – Key people in religion</p> <p>Year 2 – Unit 2.5 – Jesus' life</p>	<p>RE Year 1- Unit 1.6 Special events</p> <p>Year 2 – Unit 2.6 – New life Lent, Easter</p>	<p>RE Year 1 – Unit 1.3 - Belonging</p> <p>Year 2 – Unit 2.2 - Good choices</p>	<p>RE Year 1 – Unit 1.4 – Caring for others</p> <p>Year 2 – Unit 2.3 - Prayer</p>

## KS1- Cycle 2- 2022-2023

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC DRIVER	Key Driver - Humanities	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
ENGLISH	<b>Whole Class Texts</b> Colour Monster Funny bones 450 How to help hedgehogs and protect polar bears 580	<b>Whole Class Texts</b> World of Festivals 530 The Gunpowder Plot Usbourne young readers 460 Christmas poetry The Little Christmas Elf 560L	<b>Whole Class Texts</b> Vlad and the Great Fire of London - 500 Great Fire of London unclassified Nick Hunter 520	<b>Whole Class Texts</b> Variety of weather books Cloudy with a chance of meatballs 530 Weather poems	<b>Whole Class Texts</b> Jack and the Beanstalk 520L Plants 480 Enchanted Wood 640L	<b>Whole Class Texts</b> Biography of a poet Bridlington brochure Dear Greenpeace 590
	<b>Writing Genres</b> <u>YEAR 1</u>	<b>Writing Genres</b> <u>YEAR 1</u>	<b>Writing Genres</b> <u>YEAR 1</u>	<b>Writing Genres</b> <u>YEAR 1</u>	<b>Writing Genres</b> <u>YEAR 1</u>	<b>Writing Genres</b> <u>YEAR 1</u>
	<b>Narrative</b> – “Colour Monster” (PSHE Link) Oracy/drama <b>Narrative</b> – Funny Bones (Science Link) Recount <b>Non-Narrative</b> – “How to help hedgehogs and protect polar bears” (Science Link) Fact File	<b>Non-Fiction</b> – The Gunpowder Pot (History Link) Historical recount <b>Non narrative</b> -World Festivals (RE Links) Information text <b>Poetry</b> - Performance Christmas poems Elf on the shelf- Letter writing	<b>Narrative</b> – Vlad and the Great Fire of London (History Link) Alternative characters <b>Non-Fiction</b> – Great Fire of London Unclassified (History Link) Newspaper report <b>Non narrative</b> -Diaries – Samuel Pepys	<b>Non Narrative</b> –Instructions for making a weather gauge/vane <b>Poetry</b> – Weather Poems (Science Link) <b>Narrative</b> -Creative Writing – Cloudy with a chance of meatballs- Descriptive writing	<b>Narrative</b> -Traditional Tales – Jack and the Beanstalk – Comparing different versions of the same story. Recount <b>Non-Fiction</b> – Plants (Science Link) Leaflet <b>Narrative</b> – Enchanted Wood – Alternate endings/characters/scenes	<b>Poetry</b> - Linked to a Biography of a poet <b>Non fiction</b> -Bridlington brochures (Geography Link) <b>Narrative</b> - Dear Greenpeace (Geography Link)
	<b>Oracy/Drama</b> <b>Narrative</b> – Funny Bones (Science Link) Recount <b>Non-Narrative</b> – “How to help hedgehogs and protect polar bears” (Science Link) Fact File <b>Narrative</b> – ‘Colour Monster’ (PSHE Link)	Non-Narrative: Recount - The Gunpowder Pot  Narrative: Adventure Narrative – Christmas Elf	Non-Narrative: Diary: Samuel Pepys  Narrative: Historical Narrative - Vlad and the Great Fire of London	Non-Narrative: Instructions - Making a weather gauge/vane  Narrative: Descriptive Narrative – Cloudy with a chance of meatballs	Non-Narrative: Information Leaflet - Plants  Narrative: Adventure Narrative – Enchanted Wood	Non-Narrative: Persuasive Letter - Greenpeace  Narrative: Descriptive Narrative – The Lighthouse Keeper’s Lunch
	1 poetry block over the term – Performance Christmas Poems		1 poetry block over the term – Weather Poems		1 poetry block over the term – Linked to a biography of a poet	
	<b>MATHS</b>	Maths - Year 1 - Basic Fluency FOCUS	Maths - Year 1 – Number FOCUS	Maths - Year 1 – Calculation - FOCUS	Maths - Year 1 – Calculation - FOCUS	Maths - Year 1 - Measure/Geometry/Statistics
	Maths - Year 2 - Basic Fluency FOCUS	Maths - Year 2 – Number FOCUS	Maths - Year 2 – Calculation - FOCUS	Maths - Year 2 – Calculation - FOCUS	Maths - Year 2 - Measure/Geometry/Statistics	Maths - Year 2 - Measure/Geometry/Statistics
We use White Rose Maths scheme to help with coverage and sequencing 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>						
HISTORY	<b>History:</b> <b>Chronological Understanding</b> a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines c - Describe memories and changes that have happened in their own lives. d - Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <b>Historical Interpretations</b> d - Explain that there are different types of evidence and sources that can be used to help represent the past.	<b>History:</b> <b>Historical Interpretations</b> a - Start to compare two versions of a past event. <b>Chronological Understanding</b> b - Sequence pictures from different periods. <b>Knowledge and Understanding</b> b - Know and recount episodes from stories and significant events in history. d - Describe significant individuals from the past. <b>Presenting, Organising and Communicating</b> a - Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.	<b>History:</b> <b>Historical Interpretations</b> c - Start to use stories or accounts to distinguish between fact and fiction. <b>Historical Investigation</b> a - Observe or handle evidence to ask and answer simple questions about the past on the basis of simple observation b - Choose and select evidence and say how it can be used to find out about the past. <b>Chronological Understanding</b> b - Sequence pictures from different periods. <b>Knowledge and Understanding</b> a - Recognise and identify similarities and differences between different periods, including present day b - Know and recount episodes from stories and significant events in history. <b>Presenting, Organising and Communicating</b> a - Communicate their knowledge about the past by talking, writing, drawing and using drama/role play	<b>History Fluency:</b> <b>Historical Interpretations</b> b - Observe and use pictures, photographs and artefacts to find out about the past. d - Explain that there are different types of evidence and sources that can be used to help represent the past.	<b>History Fluency:</b> <b>Chronological Understanding</b> a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines	<b>History Fluency:</b> <b>Historical Interpretations</b> b - Observe and use pictures, photographs and artefacts to find out about the past. d - Explain that there are different types of evidence and sources that can be used to help represent the past.

GEOGRAPHY	<p><b>Geography:</b> <b>Locational Knowledge</b> b - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. c - Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p><b>Geography Fluency:</b> <b>Locational Knowledge</b> a - Name and locate the world’s seven continents and five oceans. <b>Geographical Skills and Fieldwork</b> a - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>	<p><b>Geography Fluency:</b> <b>Locational Knowledge</b> b - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>Geographical Skills and Fieldwork</b> e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical</p>	<p><b>Geography:</b> <b>Place Knowledge</b> c - Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. <b>Human and Physical Geography</b> a - 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 <b>Geographical Skills and Fieldwork</b> e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p><b>Geography Fluency:</b> <b>Geographical Skills and Fieldwork</b> c - Devise a simple map; and use and construct basic symbols in a key. <b>Human and Physical Geography</b> b - Use basic geographical vocabulary to refer to key physical and human features,</p>	<p><b>Geography:</b> <b>Human and Physical Geography</b> b - Use basic geographical vocabulary to refer to key physical and human features, <b>Geographical Skills and Fieldwork</b> d - Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods. e - Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>
SCIENCE	<p><b>Science</b> <b>Working scientifically: coverage</b>  <b>ScIn1.1:</b> I can ask simple questions and recognise that they can be answered in different ways.  <b>ScIn2.1:</b> I can use simple equipment to observe scientific investigation closely.  <b>ScIn3.1:</b> I can perform simple tests.  <b>ScIn4.1:</b> I can identify and classify scientifically.  <b>ScIn5.1:</b> I can use my observations and ideas to suggest answers to questions.  <b>ScIn6.1:</b> I can gather and record data to help in answering questions.</p>	<p><b>Animals including humans (Y1)</b> <b>SC7.1:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  <b>SC8.1:</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores  <b>SC9.1:</b> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p><b>Seasonal Changes (Y1)</b> <b>SC5.1:</b> I can observe changes across the four seasons. (Y1)</p>	<p><b>Seasonal Changes (Y1)</b> <b>SC6.1:</b> I can observe and describe weather associated with the seasons and how day length varies. (Y1)</p>	<p><b>Plants (Y1)</b> <b>SC7.1:</b> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Y1)  <b>SC8.1:</b> I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)</p>	<p><b>Plants: (Y2)</b> <b>SC9.2:</b> I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)  <b>SC10.2:</b> I can observe and describe how seeds and bulbs grow into mature plants. (Y2)</p>
	<p><b>Working scientifically: coverage</b>  <b>ScIn1.1:</b> I can ask simple questions and recognise that they can be answered in different ways.  <b>ScIn2.1:</b> I can use simple equipment to observe scientific investigation closely.  <b>ScIn3.1:</b> I can perform simple tests.  <b>ScIn4.1:</b> I can identify and classify scientifically.  <b>ScIn5.1:</b> I can use my observations and ideas to suggest answers to questions.  <b>ScIn6.1:</b> I can gather and record data to help in answering questions.</p>					
FOREST SCHOOLS	<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 (<i>Link to computing – algorithms</i>)</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) (<i>Link to computing – algorithms</i>)</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 style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPUTING</p>	<p><b>Computing:</b></p> <p>Digital Literacy ESAFETY/PSHE CROSS CURRICULAR</p> <p>KS1 DL2 – I can 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></p> <p>Digital Literacy TECHNOLOGY IN THE HOME AND IN THE CITY</p> <p>KS1 DL1 – I can recognise common uses of information technology beyond school</p>	<p><b>Computing:</b></p> <p>Computer Science ALGORITHMS</p> <p>KS1 CS1 – I can 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><b>Computing:</b></p> <p>Computer Science BEE BOTS</p> <p>KS1 CS2 – I can create and debug simple programs</p> <p>KS1 CS3 – I can use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Computing:</b></p> <p>Computer Science Coding</p> <p>KS1 CS2 – I can create and debug simple programs</p> <p>KS1 CS3 – I can use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Computing:</b></p> <p>Information Technology ANIMATION</p> <p>KS1 IT1 - use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART</p>	<p><b>Art</b></p> <p><b>Taking a line for a walk –Picasso, Paul Klee. Scratch painting</b></p> <p>FOCUS: DRAWING &amp; PAINTING: Children can:</p> <ul style="list-style-type: none"> <li>A. Begin to control lines to create simple drawings from observations.</li> <li>B. Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel.</li> <li>C. Learn to hold drawing and painting tools correctly.</li> <li>D. Mix primary colours to make secondary colours.</li> </ul> <p>FOCUS: WORK OF OTHER ARTISTS: Children can:</p> <ul style="list-style-type: none"> <li>A. Describe the artwork of artists such as Paul Klee, Georgia O’Keefe and Picasso, Van Gogh, Matisse.</li> </ul>	<p><b>Art</b></p> <p><b>Make Divas Design Make</b></p> <p>FOCUS: Sculpture Children can:</p> <ul style="list-style-type: none"> <li>A. Investigate a range of textures using rubbings</li> <li>B. Develop collages, based on simple shapes in different papers and materials.</li> <li>C Use a variety of techniques e.g. rolling, cutting, pinching</li> </ul>	<p><b>Art</b></p> <p><b>Colour theory</b></p> <p><b>Explore warm and cool colours in artists work- Matisse.</b></p> <p><b>Paint a hot hands picture</b></p> <p>FOCUS: DRAWING &amp; PAINTING: Children can:</p> <ul style="list-style-type: none"> <li>A. Recognise warm and cool colours.</li> <li>B Explore the relationship between mood and mark making/colour</li> <li>C Use key vocabulary to demonstrate knowledge in this strand- primary colours, secondary colours, neutral colours, warm/cool colours. Watercolour wash, acrylic</li> </ul>	<p><b>Art</b></p> <p><b>Andy Goldsworthy</b></p> <p><b>Make collagraph using natural materials. Printmaking. Sculpture</b></p> <p>FOCUS: SCULPTURE: Children can:</p> <ul style="list-style-type: none"> <li>A. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>B. use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>C. use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul> <p>FOCUS: WORK OF OTHER ARTISTS: Children can:</p> <ul style="list-style-type: none"> <li>B. Use work of artists such as Niki de Saint Phalle (sculpture) to create own pieces</li> <li>A. Consider specific works such as Andy Goldsworthy’s ‘Stone circles’</li> </ul>	<p>Art -Painting</p> <p>Observational drawing and painting techniques ‘Flower’ painters such as Georgia O’keefe, Van Gogh</p> <p>Children can</p> <ul style="list-style-type: none"> <li>A Describe differences and similarities and make links to their own work.</li> <li>b. Add black and white to vary tints and shades.</li> <li>C Use key vocabulary to demonstrate understanding in this strand-line drawing, detail, pastels, bold, size ,space.</li> </ul>	<p><b>Art</b></p> <p>Collage</p> <p>FOCUS: TEXTILES, COLLAGES &amp; PRINTING</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>A. Investigate a range of textures using rubbings</li> <li>B. Develop collages, based on simple shapes in different papers and materials.</li> <li>C. Weave using recycled materials</li> <li>D. Simple batik work.</li> <li>E. Simple printmaking techniques</li> </ul>



D&T	<p><b>DT</b> <b>Make candles</b></p> <p><b>Design</b> a. use their knowledge of existing products and their own experience to help generate their ideas; b. design products that have a purpose and are aimed at an intended user; c. explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. f understand and follow simple design criteria;</p> <p><b>Make</b> a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c. select from a range of materials, textiles and components according to their characteristics; d.learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; e.use a range of materials and components, including textiles and food ingredients; f. with help, measure and mark out; g. cut, shape and score materials with some accuracy; h. assemble, join and combine materials, components or ingredients; i. demonstrate how to cut, shape and join fabric to make a simple product; j. manipulate fabrics in simple ways to create the desired effect; k. use a basic running stitch; m. begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p> <p><b>Evaluate</b> a. explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; b.explain positives and things to improve for existing products; c.explore what materials products are made from; d. talk about their design ideas and what they are making; e. as they work, start to identify strengths and possible changes they might make to refine their existing design; f. evaluate their products and ideas against their simple design criteria; g. start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p><b>Technical Skills</b> a. build simple structures, exploring how they can be made stronger, stiffer and more stable; b talk about and start to understand the simple working characteristics of materials and components; c. explore and create products using mechanisms, such as levers, sliders and wheels.</p>	<p><b>DT</b> <b>Make a weather vine</b></p> <p><b>Design</b> a. use their knowledge of existing products and their own experience to help generate their ideas; b. design products that have a purpose and are aimed at an intended user; c. explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. f understand and follow simple design criteria;</p> <p><b>Make</b> a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c. select from a range of materials, textiles and components according to their characteristics; 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f. evaluate their products and ideas against their simple design criteria; g. start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p><b>Technical Skills</b> a. build simple structures, exploring how they can be made stronger, stiffer and more stable; b talk about and start to understand the simple working characteristics of materials and components; c. explore and create products using mechanisms, such as levers, sliders and wheels.</p>	<p><b>DT</b> <b>Make a fabric flower broach to sell at Summer Fayre</b></p> <p><b>Design</b> a. use their knowledge of existing products and their own experience to help generate their ideas; b. design products that have a purpose and are aimed at an intended user; c. explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups e. work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. f understand and follow simple design criteria;</p> <p><b>Make</b> a. with support, follow a simple plan or recipe; 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	Cooking	<p><b>Cooking</b> <b>Make Mini Christmas Cakes</b></p> <p>a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p>	<p><b>Cooking</b> <b>Make Winter warming soup</b></p> <p>a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f. use what they know about the Eatwell Guide to design and prepare dishes. l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; e.use a range of materials and components, including textiles and food ingredients; a. with support, follow a simple plan or recipe; b. begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p>

Key Stage 1 Long Term Plan

MUSIC	<p><b>Music:</b> SINGING: Year 1: singing games and rhymes focused on s-m</p> <p>playing a steady beat</p> <p>long and short</p> <p>MMC listening</p> <p>Year 2: singing games and rhymes focused on l-s-m</p> <p>dot notation</p> <p>Lego rhythms</p> <p>long and short</p> <p>percussion playalongs</p> <p>MMC listening</p>	<p><b>Music:</b> Year 1: Nativity Songs</p> <p>graphic symbols and scores</p> <p>Year 2: Nativity Songs</p> <p><i>The Nutcracker</i></p> <p><i>Listening Maps</i></p>	<p><b>Music:</b> Year 1: s-m songs with actions speech rhythm grid (G F of L words) Firework Music</p> <p>Year 2: l-s-m songs with actions</p> <p>speech rhythm grid (G F of L words)</p> <p>Firework Music</p>	<p><b>Music:</b> Year 1: s-m songs with actions</p> <p>Weather Songs tuned percussion simple drones</p> <p>MMC listening</p> <p>Year 2: l-s-m songs with actions</p> <p>Weather Songs</p> <p>stick notation</p> <p>drones on tuned percussion</p> <p>MMC listening</p>	<p><b>Music:</b> Year 1: s-m songs with handsigns <i>adding sounds to stories: Jack and the beanstalk</i></p> <p><i>dot notation</i></p> <p>Year 2: l-s-m songs with handsigns</p> <p>Soundwalk</p> <p>exploring pitch on tuned percussion</p>	<p><b>Music:</b> Year 1: s-m songs with handsigns</p> <p>lego rhythms MMC listening</p> <p>developing a soundscape from pictures (beaches)</p> <p>Year 2: l-s-m songs with handsigns</p> <p>structure: musical kebabs (beach pictures)</p> <p>MMC listening</p>
PE	<p>PE - Teacher led -</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>Year 1: Games:</b> Focus on ball skills &amp; games</p> <p><b>Year 2: Games:</b> Throwing &amp; Catching - inventing games</p>	<p>PE - Teacher led -</p> <p><b>Year 1: Dance:</b> Slanted Dance unit - Jungle or Castles &amp; Knights (linked to topic)</p> <p><b>Year 2: Dance:</b> Slanted Dance unit – Friendship &amp; conflict or Castles &amp; Knights (linked to topic)</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>PE - Teacher led -</p> <p><b>Year 1: Gymnastics</b> Rocking &amp; Rolling</p> <p><b>Year 2: Gymnastics</b> Turning – Spinning - Twisting</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>PE - Teacher led -</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>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>PE - Teacher led –</p> <p><b>Year 1: Dance</b> Slanted Dance Unit: Dinosaurs or Animal antics (linked to topic)</p> <p><b>Year 2: Dance</b> Slanted Dance Unit: Water or Animal antics (linked to topic)</p> <p><b>Year 1 – Elevating Athletics</b> Running Jumping Thowing</p> <p><b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>	<p>PE - Teacher</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> <hr/> <p>PE – PE Coordinator PPA –</p> <p><b>Year 1 – Elevating Athletics</b> Running Jumping Thowing</p> <p><b>Year 2 – Elevating Athletics</b> Running Jumping Throwing</p>
PSHE	<p><b>PSHE: BRITISH VALUES</b> <b>Relationships</b> Year 1 – <u>What is the same and different about us?</u></p> <p><b>Relationships</b> Year 2 – <u>What makes a good friend?</u></p> <p>(Mind mate: Feeling good and being me: Celebrate strengths: )</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p><b>PSHE:</b> <b>Relationships</b> Year 1 – <u>Who is special to us?</u></p> <p><b>Relationships</b> Year 2 – <u>What is bullying?</u></p> <p>(Mind mate lesson: Friends and family: Recognise how others show feelings and know how to respond)</p> <p>(Mind mate lesson: Friends and family: impact of behaviour on others)</p> <p>British Values: an understanding of the importance of identifying and combatting discrimination</p>	<p><b>PSHE:</b> <b>Health and Wellbeing</b> Year 1 – <u>What helps us stay healthy?</u></p> <p><b>Living in the Wider World</b> Year 2 – <u>What jobs do people do?</u></p> <p>(Mind mate lesson: Life changes: New school/class making new friends)</p> <p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person)</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law</p>	<p><b>PSHE:</b> <b>Living in the Wider World</b> Year 1 – <u>What can we do with money?</u></p> <p><b>Health and Wellbeing</b> Year 2 – <u>What helps us to stay safe?</u></p> <p>(Mind mate lesson: Strong emotions: recognise what is fair/unfair right/wrong)</p> <p>(Mind mate lesson: Strong emotions: uncomfortable feelings)</p> <p>British Values: an understanding that the freedom to hold other faiths and beliefs is protected in law</p>	<p><b>PSHE:</b> <b>Health and Wellbeing</b> Year 1 – <u>Who helps keep us safe?</u></p> <p><b>Health and Wellbeing</b> Year 2 – <u>What can help us grow and stay healthy?</u></p> <p>(Mind mate lesson: Being the same, being different: Celebrating differences)</p> <p>(Mind mate lesson: Being the same, being different: beginning to understand empathy)</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p><b>PSHE:</b> <b>Living in the Wider World</b> Year 1 – <u>How can we look after each other and the world?</u></p> <p><b>Health and Wellbeing</b> Year 2 – <u>How do we recognise our feelings?</u></p> <p>(Mind mate lesson: solving problems/making it better: Setting goals and targets)</p> <p>(Mind mate lesson: solving problems/making it better: not giving up/ perseverance)</p> <p>British Values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>
RE	<p>RE Year 1 – Unit 1.1 – Stories</p> <p>Year 2 – Unit 2.4. - Core beliefs</p>	<p>RE Year 1 – Unit 1.2 - Festivals</p> <p>Year 2 – Unit 2.1. - Welcoming new life</p>	<p>RE Year 1 – 1.5 – Key people in religion</p> <p>Year 2 – Unit 2.5 – Jesus' life</p>	<p>RE Year 1- Unit 1.6 Special events</p> <p>Year 2 – Unit 2.6 – New life Lent, Easter</p>	<p>RE Year 1 – Unit 1.3 - Belonging</p> <p>Year 2 – Unit 2.2 - Good choices</p>	<p>RE Year 1 – Unit 1.4 – Caring for others</p> <p>Year 2 – Unit 2.3 - Prayer</p>

