

Key Stage 1 Long Term Planning



	Autumn Term		Spring Term		Summer Term	
	Y1	Y2	Y1	Y2	Y1	Y2
Geography	Our Local Area - What is our local area like? Where do we go to school and what is it like there? What is it like to live in our local area? What is special about our local area? Where do people live and work in our local area? Can we map our local area? What would we change about our local area? NC - Locational knowledge and human & physical geography	Planet Earth - Can you describe the seven continents and five oceans that make up planet Earth? What are the seven continents that make up planet Earth? What are the five oceans that make up planet Earth? What is the continent of Europe like? What is the continent of North America like? What is the continent of South America like? What is the continent of Oceania like? What is the continent of Africa like? What is the continent of Asia like? What is the continent of Antarctica like? Why are some parts of Earth hot and some parts cold? NC Locational knowledge; Environmental, physical, and human geography; Geographical skills and fieldwork.	The United Kingdom - What are the countries that make up the United Kingdom like? What is the United Kingdom? What is it like to live in Scotland? What is special about Wales? Why do people visit Northern Ireland? What is England famous for? What is the Union Jack and what does it represent? NC Locational knowledge; Environmental, physical, and human geography; Geographical skills and fieldwork	See Autumn term - topic continued into Spring term. NC Locational knowledge; Environmental, physical, and human geography; Geographical skills and fieldwork.	Beside the Sea - What human and physical features can you find at the seaside? What is the seaside and where is it? What physical features are found at the seaside? What human features are found at the seaside? What do people do at the seaside? Can we plan a trip to the seaside? How can we stay safe at the seaside? NC Locational knowledge; Environmental, physical, and human geography	Life in Kenya- How is living in Kenya similar and different to living in the UK? Where in the world is Kenya? What is the climate like in Kenya? What is the landscape of Kenya like? What is it like to live in rural Kenya? What is it like to live in urban Kenya? What are the similarities and differences between Kenya and the UK? NC Locational knowledge; Environmental, physical, and human geography.

History	Toys over time - How are toys today similar and different from toys of the past? • What different types of toys are there? • Can I describe my favourite toy? • Which toys do our parents play with? • How do we know that some toys are from the past? • How are toys today different from toys of the past? • Can we put toys in order? N.C 1.1 changes within living memory, 1.2 changes beyond living memory	The Fire of London - How did the Great Fire effect the people of London? • What was London like in 1666? • What were the main events of the Great Fire of London? • How do we know so much about the Great Fire of London? • Why did the Fire spread so quickly? • What damage did the fire cause? • How did London change after the fire? 1.2 changes beyond living memory	Transport and Travel - How has transport changed over time? (An in-depth study) • How do we travel around today? • What transport did people use in the past? • How have boats changed over time? • How were the first trains different from today? • How did trains change people's lives? • How has road transport changed? • How have bicycles changed since they were first invented? • How has air travel changed over time? • Why can we only find some types of transport in certain areas? • How have humans travelled in space? NC - 1.1 changes within living memory, 1.2 changes beyond living memory	Kings and Queens - Who was the most powerful British Monarch? • What is the Monarchy? • Why is King William I known as 'William the Conqueror'? • Why is King John I known as 'Bad King John'? • Who was Queen Elizabeth I? • Who was Charles I and what was the English Civil War? • What does the monarchy do today? 1.1 changes within living memory, 1.2 changes beyond living memory 1.3 We will learn about the lives of significant individuals.	See Spring term - topic continued into Summer term. NC - 1.1 changes within living memory, 1.2 changes beyond living memory 1.3 We will learn about the lives of significant individuals.	People who make a difference - How did these significant people change the world? • What makes someone significant? • What are human rights? • Why is Nelson Mandela remembered? • How did Rosa Parks and Martin Luther King stand up for black people's rights? • How does Malala Yousafzai fight for girls' rights? • How did these people make a difference? 1.1 changes within living memory, 1.2 changes beyond living memory 1.3 We will learn about the lives of significant individuals.
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Science Working scientifically	• 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) Working scientifically – sorting and classifying. • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Working scientifically – senses investigation comparative testing. Working scientifically – Observation over time – autumn tree study (to be done in first few weeks)	• notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • explore and compare the differences between things that are living, dead, and things that have never been alive Working scientifically – sorting and classifying. • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working scientifically – senses investigation secondary research.	• distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties Working scientifically – secondary research – investigating a variety of sources to see what different objects are made from. Working scientifically Fair testing/ STEM challenge – which materials would be suitable to make the different parts of an umbrella– decide which materials are best depending on what is needed for the chosen item.	• 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. Look at different objects and their function. Which material is suitable for which object. Working scientifically – fair testing a variety of materials for suitability to make a given object. Working scientifically – observation over time – insulating materials to make a jacket.	• 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. Working scientifically – Observation over time – Spring tree to be revisited for comparison. Pattern seeking – what is the most common tree in the school environment, where do they grow?	Plants – seeds and bulbs – • 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. Working scientifically - Plant investigation comparative testing. • 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 micro- habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name
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						different sources of food. Pattern seeking – looking for patterns in the outdoor environment eg where do the most minibeasts live?
Computing	Technology around us NC • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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	Information Technology around us. NC • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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 ECW Health, well-being, and lifestyle • I can identify rules that help keep us	Digital Writing NC • use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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 ECW Privacy and security I can give reasons why I should only share information with people I choose to and can trust.	Robot algorithms NC • understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology safely and respectfully,	Programming animations NC • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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 Grouping Data taught with Science NC	Pictograms taught with Science NC • use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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 ECW Self image and identity • I can recognise that I can say

	ECW Health, well-being and lifestyle - I can identify rules that help keep us safe and healthy in and beyond the home when using technology - I can give some simple examples Copyright and ownership - I know that the work I create belongs to me - I can name my work so that others know it belongs to me	safe and healthy in and beyond the home when using technology I can give some simple examples Digital Photography NC: - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - 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 ECW - To identify that some images are not real (fake)		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	- use technology purposefully to create, organise, store, manipulate and retrieve digital content - 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 ECW Copyright and ownership - I know that work I create belongs to me (Y1) - I can name my work so that others know it belongs to me (Y1) (covered twice)	‘no’/‘please stop’/‘I’ll tell’/‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset - I can explain how this could be either in real life or online - If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust Health, wellbeing and lifestyle - I can identify rules that help keep us safe and healthy in and beyond the home when
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						using technology I can give some simple examples
DT	Structures - Joining card/paper Investigate joining techniques – tinkering opportunities. Investigate joining with construction kits. By the end of term have designed, made and evaluated a simple structure. NC build structures, exploring how they can be made stronger, stiffer and more stable.	Mechanisms - Levers, pivots, sliding mechanisms used to create a moving picture. Investigate different pushes and pulls using levers, pivots and sliding mechanisms. By the end of term we will have investigated, designed, made and evaluated a moving picture linked to a book in Literacy. NC Explore and use mechanisms in their products.	Structures - Joining fabric Choosing and use the most effective joining technique with a particular focus on textiles. Focus on communicating their ideas through talking, drawing, templates, mock-ups etc Build on knowledge from the previous term to create a fabric item. NC build structures, exploring how they can be made stronger, stiffer and more stable. Food – learn the basic principles of a healthy and varied diet and then plan a healthy snack incorporating fruits/veg from the UK. (PSHE link). NC use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Mechanisms - Wheels & axles used to create a moving vehicle. Explore and use mechanisms in our products. Investigate creating a wheel and axel. By the end of term we will have investigated, designed, made and evaluated a vehicle with working wheels and axels. NC Explore and use mechanisms in their products. Food – learn the basic principles of a healthy and varied diet and then plan a healthy snack incorporating a mixture of fruits/veg from the UK and wider world. (PSHE link). NC use the basic principles of a healthy and varied diet to prepare dishes.	Structures - Joining wood/card Investigate strengthening joins eg using triangles on corners, strips of card, wood etc. Tinker making a frame – how can they make the structure stronger? By the end of term have designed, made and evaluated a simple structure – draw upon the reflections from the previous evaluation. NC build structures, exploring how they can be made stronger, stiffer and more stable.	Mechanisms – a combination of all previously taught mechanisms to create a piece of play equipment. Children will also be introduced to a winding mechanism in order for them to be able to incorporate one of these into their design. Investigate, design and build a playground with moveable parts following a brief (it must include at least 2 different types of mechanism). We will visit the local parks to carry out our research before we begin. NC Explore and use mechanisms in their products.

				Understand where food comes from.		
Art	L.O To use a range of materials creatively to design and make products. L.O To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. LO To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. L.O To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Pencil First half term</u>- Children to begin to control the types of marks made. Draw lines of different shapes and thickness. Create light and dark lines. Focus on the artists- John Tenniel-Hatching/cross hatching Vince low- Scribbling David Accurso stippling	L.O To use a range of materials creatively to design and make products. L.O To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. LO To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. L.O To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Pencil 1st half term</u> - Children to control the types of marks made. Use shading techniques, light /dark lines, light/dark patterns/light dark shapes to add tone and detail. Focus on the artists- Gustav Klimt- sketching Pablo Picasso- Sketching <u>2nd Half term Paint</u> Cross curricular links with History Focus on colour,	L.O To use a range of materials creatively to design and make products. L.O To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. LO To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. L.O To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Clay first half term</u>- Create a 3D clay model in the style of Sarah Stoker. Explore the different techniques for modelling from 1 piece: pinching, rolling, twisting to add detail and texture. <u>Paint</u> Learn about and paint in the style of artist Keith Haring. Focus on line, shape, form and space. Ensure children understand the meaning of the art terms line, shape, form and space.	L.O To use a range of materials creatively to design and make products. L.O To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. LO To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. L.O To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Paint first half term</u> Learn about and paint in the style of artist Andy Warhol. Focus on colour, pattern, line, shape, form and space and adding detail. <u>2nd Half Term Clay</u> - Create a 3D clay model in the style of Sharon Regan/Elizabeth Frink.	L.O To use a range of materials creatively to design and make products. L.O To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. LO To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. L.O To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Fabric first half term</u>- Fabric piece work on pinch and push sewing technique. <u>Paint</u> -Paint flowers on a small scale e.g. sunflowers in the style of Van Gogh. Focus on using the correct brush to paint parts of the picture and how to use pattern and texture to add detail.	L.O To use a range of materials creatively to design and make products. L.O To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. LO To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. L.O To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Fabric first half term</u> Fabric piece mastering pinch and push sewing technique. Add detail by matching and sorting fabrics and threads for colour, texture, length, size and shape. <u>Paint</u> Focus on the artist David Hockney. Learn about his work make links

	Paint learn about and paint in the style of Amber Howie. Focus on mixing colour, paint the right thickness explore using different size brushes. Ink 2nd Half term Children to show control towards the types of marks made. Focus on the artists- John Tenniel-Hatching/cross hatching Vince low- Scribbling Van Gogh/David Accurso stippling	pattern, line, shape, form and space. Learn about how to use wash and silhouette for effect.		Master the art of sculpting using known techniques such as slip and tools to add detail and texture. Ink 2nd Half term Children to show control towards the types of marks made. Master the art of using an ink pen and ink. Focus on blotting, minimal smudges holding the pen correctly. Rosalind Monks -Pattern.	.	to their own work compare similarities and differences between artists Andy Warhol and David Hockney.
Music All units of work are taken from Charanga Scheme of Work.	Focus Term 1 - Hey you. Focus Term 2 – Rhythm in the way we walk. Banana Rap. Learn new songs to sing by heart, with specific focus on learning Christmas songs for the performance. Play an instrument with care and attention with focus on untuned instruments.	Focus Term 1 – Hands, Feet, Heart. Focus Term 2 – Ho Ho Ho Sing with confidence, expression and creativity in both groups and solo. Play an instrument with care and attention with focus on recorders.	Focus Term 1 – In the groove. Focus Term 2 – Round and Round. Explore the use of voice using pitch (higher or lower) pulse (beat) and rhythm (long and short sounds) Change know songs. Repeat and investigate simple beats and rhythms. Learn to play sounds linking to symbols such as pictures and shapes.	Focus Term 1 – I wanna play in a band. Focus Term 2 – Zootime. Sing with control of the voice using pitch (high and low) and tempo (fast and slow). Repeat and investigate simple beats and rhythms. Learn to play sounds linking to symbols with reference to minim, crotchet and quaver note values.	Focus Term 1 – Your imagination. Focus Term 2 – Reflect, rewind and replay. Sing with confidence, expression and creativity in both groups and solo. Play tuned and untuned instruments with control. Play instruments to accompany a song. Play with an awareness of others.	Focus Term 1 – Friendship song. Focus Term 2 – Reflect, rewind and replay. Sing with confidence, expression and creativity in both groups, solo and rounds. To perform songs using creativity and expression and create dramatic effect. Sing in rounds. To perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised.

						Respond to starting points that they have been given. Understand how to control a playing a musical instrument so that they sound as they should.
PSHE All units of work are taken from the Rotherham School Improvement Service Primary Personal, Social and Health Education Scheme of Work for Years 1-2	Term 1.1: The caring school And Feelings, friends and friendships Term 1.2: Focus on special people and Anti-bullying Anti-bullying week Kindness Day workshop NSPCC visitor World Mental Health Day	Term 1: The caring school And Feelings and relationships Anti-bullying week Kindness Day workshop NSPCC visitor World Mental Health Day	Term 2.1: Healthy eating and hygiene Term 2.2: Physical health and wellbeing Making links to Science human body and healthy lifestyles. Shine charity workshop Internet Safety Day Online Safety week	Term 2.1 Healthy lifestyles Term 2.2 Growing and changing Making links to Science human body and healthy lifestyles. Shine charity workshop Internet Safety Day Online Safety week	Term 3.1 Growing and changing Term 3.2 Keeping myself safe (including safeguarding linked to the local environment – see amendments to scheme of work) Term 3.3 The world of drugs Road Safety visitor Mental Health Awareness Week	Term 3.1 Keeping myself safe (including safeguarding linked to the local environment) Term 3.2 The world of drugs Road Safety visitor Mental Health Awareness Week
British Values EYFS – raising awareness of British Values Y1 – Identifying British	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Recap of all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Values in school and beyond Y2 - Applying British values in school and beyond						
RE All units of work are taken from the SACRE Rotherham Agreed Syllabus	Myself: Who am I? Signs of belonging Celebrating: What matters to Christians at Christmas?	Beginning to a community: Where do Jews and Christians belong? Where do I belong? How do we say thank you for the beautiful earth? What can we learn from the stories Christians tell? And from Muslim ideas?	What festivals do Jewish people celebrate? How do Jewish people Celebrate? What makes some places special? Churches and Synagogues: What can we find out? Alongside Beginning to learn Islam. What can we find out about Muslims and Mosques p5-9	I wonder...Puzzling questions about God. Symbols of Easter: What does Easter mean to Christians?	What stories about Moses do Jewish and Christian people love to remember? The power to make a difference. What can we learn from the stories and prayers of Jesus?	Being Fair; What can we learn from religious stories? Beginning to learn Islam. What can we find out about Muslims and Mosques P 10-15