

Key Stage 1 Long Term Plan: 2021 - 2022

Autumn - What makes you incredible?	Spring - What would you bring back?	Summer - What's beyond the horizon?
Science/History/Geography		
<p>Human and Animal bodies Life cycles 5 senses Basic needs Healthy living Habitats Food and food chains Remembrance day Gunpowder plot Dinosaur week- linked to Dippy visit</p>	<p>Comparing hospitals and nursing Florence Nightingale, Mary Seacole, Edith Cavell Visit Norwich Castle? & Meet Florence Nightingale Locate relevant places on world map Castles - what it was like to live in a castle Look at geographical features of where castles were built and why.</p>	<p>Where is Hemsby in the world? 7 continents & 5 oceans Hot/cold/poles/equator Weather in the UK and around the world recording Investigate day length seasons</p> <p style="text-align: right;">4 countries of UK Daily weather Compare England's climate and physical Geography of Link weather to Plants and growing</p>
<p>Ongoing: Seasonal Changes observe changes across the four seasons & describe weather associated with the seasons. Ongoing: History Timeline Develop chronological timeline of all historical periods covered this year and last, add to and refer to throughout the year. Ongoing: World map Create world map display and add to and refer to throughout the year.</p>		
<p><i>Working Scientifically (Key Stage 1)</i> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: 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><i>Animals (including humans) Year 1</i></p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 	<p>Key Stage 1 History Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<ul style="list-style-type: none"> Key Stage 1 Geography Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography 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

- 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)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Animals (including humans) Year 2

- 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)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Living things and their habitats Year 2

- 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 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 different sources of food.

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]

Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- significant historical events, people and places in their own locality

Key Stage 1 Geography

- *Locational knowledge*
- name and locate the world's seven continents and five oceans
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- *Geographical skills and fieldwork*
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- *Seasonal Changes*
- observe changes across the four seasons
- and describe weather associated with the seasons and how day length varies.

Plants Year 1

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.

Plants Year 2

- 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.

Art/DT

<p>Art: Developing the use of sketch books to explore and record ideas Exploring with drawing/pencil skills & techniques using different media Self portraits in different media- drawing, painting, collage, (Picasso, Warhol) Dinosaur sculptures/skeletons Bonfire/Remembrance Day/ Xmas Art</p> <p>DT: Food - healthy recipes</p>	<p>Art: Developing the use of sketch books to explore and record ideas Colour mixing, shades, tones Abstract art (Mondrian and Kandinsky, 'Castle and Sun' Paul Klee) 'Easter Art' Exhibition</p> <p>DT: Explore, design and make model castles with working drawbridge</p>	<p>Art: Developing the use of sketch books to explore and record ideas Printing (using a variety of objects plus creating our own) using Art from around the world as inspiration, eg, Indian art - rangoli and mehndi patterns Observational drawings of plants & printing with fruit and veg/painting in watercolours (Georgia O'Keefe, Raoul Dufy)/creating collages with images of fruit and veg (Arcimboldo)</p> <p>DT: Design and make a vehicle with moving wheels.</p>
<p>Art & Design Key Stage 1 to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> 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. <p>DT Key Stage 1 <i>Cooking and nutrition</i> use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Art & Design Key Stage 1 to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> 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. <p>DT Key Stage 1 <i>Design</i> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><i>Make</i> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Art & Design Key Stage 1 to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> 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. <p>DT Key Stage 1 <i>Design</i> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><i>Make</i> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>

	<p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
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PE					
Games: Invasion/defence football type skills	Gymnastics	Dance	Games: Teamwork - netball type skills	Dance/Gymnastics	Athletics
<p>KS1 PE:</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities § participate in team games, developing simple tactics for attacking and defending § perform dances using simple movement patterns. 					

Computing		
<p>Y1:</p> <p>E-safety Logging on and off Naming parts of PC and other digital devices. Basic word processing</p> <p>Y2:</p> <p>E-safety As Year 1 plus find pictures, copy and paste, save and retrieve work.</p>	<p>Y1:</p> <p>E-safety Programming - Intro to Beebots</p> <p>Y2:</p> <p>E-safety Programming - Bee bots and using PC programs</p>	<p>Y1:</p> <p>E-safety Word processing skills Using search engines</p> <p>Y2:</p> <p>E-safety Using search engines Creating powerpoints</p>
<p>KS1 Computing:</p> <p>§ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns</p>	<p>KS1 Computing:</p> <p>§ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns</p>	<p>KS1 Computing:</p> <p>§ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns</p>

about content or contact on the internet or other online technologies. § use technology purposefully to create, organise, store, manipulate and retrieve digital content § recognise common uses of information technology beyond school	about content or contact on the internet or other online technologies. § 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	about content or contact on the internet or other online technologies. § use technology purposefully to create, organise, store, manipulate and retrieve digital content
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Music

We follow the Charanga Musical School scheme of work for Year 1 & 2.

Y1: How can we make friends when we sing together?	Y1: How does music tell us stories about the past?	Y1: How does music make the world a better place?	Y1: How does music help us to understand our neighbours?	Y1: What songs can we sing to help us through the day?	Y1: How does music teach us about looking after our planet?
Y2: How does music help us to make friends?	Y2: How does music teach us about the past?	Y2: How does music make the world a better place?	Y2: How does music teach us about our neighbourhood?	Y2: How does music make us happy?	Y2: How does music teach us about looking after our planet?

KS1 RE follows the Norfolk Agreed Syllabus for Religious Education

Y1: What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish) Y2: Why is light an important symbol for Christians? (Christian, Jewish, Hindu)	Y1: How does a celebration bring a community together? (Muslim, Christian) Y2: What does the nativity story teach Christians about Jesus? (Christian)	Y1: What do Jewish people remember on Shabbat? (Jewish) Y2: How do Christians belong to their faith family? (Christian)	Y1: What does the cross mean to Christians? (Christian) Y2: How do Jewish people celebrate Passover (Pesach)? (Jewish)	Y1: How did the universe come to be? (Hindu, Christian) Y2: Why do people have different views about the idea of God? (Multi/Humanist)
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PSHE & RSE

We follow the PATHs & RSE Curriculums for each year group.

<u>My feelings</u> In Year 1 children will continue to learn that all feelings are OK and will learn that people react differently to their feelings. They will learn that while all feelings are OK some behaviours are not.	<u>My body</u> In Year 1 children will learn to correctly name the main parts of the body, including the scientific names for external genitalia.	<u>My relationships</u> In Year 1 children will learn about the importance of listening to what other people have to say when playing or working together. They will also begin to develop strategies to resolve	<u>My beliefs</u> In Year 1 children will learn to identify and respect differences and similarities between people and to celebrate the similarities and differences that people have	<u>My rights and responsibilities</u> In Year 1 children will learn about how some diseases are spread (e.g. coughs, sneezes) and how they can protect themselves and others (e.g. washing hands, using a tissue).	<u>Asking for help</u> In Year 1 children will learn about the types of people who may help in different situations (e.g. school, fire or police staff). They will also learn that in an emergency situation they can call 999.
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		simple disagreements through negotiation.			
<p><u>My feelings</u></p> <p>In Year 2 children will learn to recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p>	<p><u>My body</u></p> <p>In Year 2 children will learn how they grow and how they will change as they become older. This includes learning about the size of a baby throughout a pregnancy and making comparisons between the types of things babies, children, teenagers and adults can do.</p>	<p><u>My relationships</u></p> <p>In Year 2 children will learn about different types of teasing and bullying and understand that these are wrong and unacceptable. They will consider how being bullied may make someone feel and learn what to do if they are bullied or see someone else being bullied.</p>	<p><u>My beliefs</u></p> <p>In Year 2 children will learn to appreciate they are unique and special and that there are lots of different types of families.</p>	<p><u>My rights and responsibilities</u></p> <p>In Year 2 children will learn about acceptable, comfortable and uncomfortable physical contact. They will discuss how to respond to different types of physical contact and recognise that people need personal space.</p>	<p><u>Asking for help</u></p> <p>In Year 2 children will learn the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>