

### Long Term Plan - Key Stage 1 (Year A)

|                | Autumn 1<br>(Main Topic: Knowing me, knowing you!)                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2<br>(Main Topic:)                                                                                                                                                                                                                                                                                                                                                                                | Spring 1<br>(Main topic: Once upon a time)                                                                                                                                                                                                                                                                                                                                                    | Spring 2<br>(Main topic: The great outdoors)                                                                                  | Summer 1<br>(Main Topic: At the bottom of the garden)                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2<br>(Main Topic: Buckets and Spades)                                                                                                                                                                                                                                                                                                                           |
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|                | BOTANICAL GARDENS                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                          | ST GEORGE AND THE DRAGON<br>Celebration                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | GRAFHAM                                                                                                                                                                                                                                                                                                                                                                |
| <b>English</b> | <p><u>Information texts</u><br/>Isaac Newton Biography<br/>Children will research about Isaac Newton's life. They will explore the features of information texts. Children will write their own Biography based in real facts.</p> <p><u>Wishing Tale</u><br/>Henry's Holiday<br/>Children will learn the model text, explore the features of wishing tales and create an innovation and an independent writing based on Henry's holiday's story.</p> | <p><u>Recount</u><br/>Mr Pig<br/>Children will learn the model text, explore the features of Recounts and create an innovation and an independent writing based on Mr Pig's story.</p> <p><u>Letters</u><br/>"Awa" Rain forest habitats<br/>Children will learn the model text, explore the features of Letter and create their own tribe and write a letter as they were living in the Rain forest.</p> | <p style="text-align: center;"><b>Text(s)</b><br/><br/>St George and the Dragon</p> <p style="text-align: center;"><b>Genre</b><br/><br/>Conquering the monster Tale</p> <p style="text-align: center;"><b>Focus</b><br/><br/>History</p> <p style="text-align: center;"><b>Focus</b><br/><br/>How to trap a Dragon</p> <p style="text-align: center;"><b>Genre</b><br/><br/>Instructions</p> | <p style="text-align: center;"><b>Warning Tale</b><br/><br/>Snow White</p> <p style="text-align: center;"><br/><br/>Diary</p> | <p style="text-align: center;"><b>Text(s)</b><br/><br/>The enormous turnip</p> <p style="text-align: center;"><b>Genre</b><br/><br/>Cumulative tale</p> <p style="text-align: center;"><b>Focus</b><br/><br/>Character</p> <p style="text-align: center;"><b>Text(s)</b><br/><br/>The enormous turnip</p> <p style="text-align: center;"><b>Genre</b><br/><br/>Information text</p> <p style="text-align: center;"><b>Focus</b><br/><br/>Statements</p> | <p style="text-align: center;"><b>Text(s)</b><br/><br/>Lost and Found</p> <p style="text-align: center;"><b>Genre</b><br/><br/>Losing Tale</p> <p style="text-align: center;"><b>Focus</b><br/><br/>Action</p> <p style="text-align: center;"><b>Text(s)</b><br/><br/>Lost and Found</p> <p style="text-align: center;"><b>Genre</b><br/><br/>Advert (for holiday)</p> |
| <b>Maths</b>   | <p>Numbers to 10<br/>Part-whole within 10<br/>Addition and Subtraction within 10 (I)<br/>Addition and Subtraction within 10 (II)<br/>2D and 3D shapes<br/>Numbers to 20</p>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Addition within 20<br/>Subtraction within 20<br/>Numbers to 50<br/>Introducing length and height<br/>Introduction Weight and Volume</p>                                                                                                                                                                                                                                                    |                                                                                                                               | <p>Multiplication<br/>Division<br/>Halves and quarters<br/>Position and direction<br/>Numbers to 100<br/>Time<br/>Money</p>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                        |

|                       | <p>Numbers to 100<br/>Addition and subtraction (I)<br/>Addition and Subtraction (II)<br/>Money<br/>Multiplication and Division (I)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Multiplication and division (II)<br/>Statistics<br/>Length and height<br/>Properties of shapes<br/>Fractions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Position and direction<br/>Problem solving and efficient methods<br/>Time<br/>Weight, volume and temperature.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Science</b></p> | <p style="text-align: center;"><b><u>My body</u></b></p> <p>Children identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Notice that humans, have offspring which grow into adults. Find out about and describe the basic needs humans, for survival</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children explain where I live and tell someone my address.</p> <p>Children name the parts of the human body that Children see.</p> <p>Children link the correct part of the human body to each sense.</p> <p style="text-align: center;"><b><u>Animals including humans</u></b></p> <p>Children identify and name a variety of common animals</p> <p>Describe and compare the structure of a variety of common animals</p> <p>Children identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children name a variety of animals including fish, amphibians, reptiles birds and mammals.</p> <p>Children classify and name animals by what they eat (carnivore, herbivore and omnivore).</p> | <p style="text-align: center;"><b><u>Everyday materials and their uses</u></b></p> <p>Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Distinguish between an object and the material from which it is made</p> <p>Describe the simple physical properties of a variety of everyday materials and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Children identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children distinguish between an object and the material it is made from.</p> <p>Children explain the materials that an object is made from.</p> <p>Children name wood, plastic, glass, metal, water and rock.</p> <p>Children describe the properties of everyday materials.</p> <p>Children group objects based on the materials they are made from.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>Children suggest why a material might or might not be used for a specific job.</p> <p>Children explore how shapes can be changed by squashing, bending, twisting and stretching.</p> | <p style="text-align: center;"><b><u>Plants</u></b></p> <p>Children identify and name a variety of common plants and describe the basic structure</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children name a variety of common wild and garden plants.</p> <p>Children name the petals, stem, leaf and root of a plant.</p> <p>Children name the roots, trunk, branches and leaves of a tree.</p> <p>Children describe what plants need in order to grow and stay healthy</p> <p>Children describe how seeds and bulbs grow into plants.</p> <p style="text-align: center;"><b><u>Life cycle and habitats</u></b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Children 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</p> <p>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><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children sort living and non-living things.</p> <p>Children identify things that are living, dead and never lived.</p> <p>Children describe how a specific habitat provides for the basic needs of things living there (plants and animals).</p> |

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|  | <p>Children explain the basic stages in a life cycle for animals, including humans.</p> <p>Children describe what animals and humans need to survive.</p> <p>Children describe why exercise, a balanced diet and good hygiene are important for humans.</p> <p>Children sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | <p>Children identify and name plants and animals in a range of habitats.</p> <p>Children match living things to their habitat.</p> <p>Children describe how animals find their food.</p> <p>Children name some different sources of food for animals.</p> <p>Children explain a simple food chain.</p> |
|  | <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Observe changes across the four seasons</p> <p>(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</p> <p>To perform simple tests with thermometers &amp; rain gauges -</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u></p> <p>I can keep a weather chart and answer questions about the weather.</p> <p>Children explain some of the main things that are in hot and cold places.</p> <p>Children explain the clothes that I would wear in hot and cold places.</p> <p>Children explain how the weather changes throughout the year and name the seasons.</p> |  |                                                                                                                                                                                                                                                                                                        |
|  | <p><u>Unit's NC Skill-based Assessment (yr1-2):</u></p> <p><b>Working scientifically</b></p> <p>Children ask simple scientific questions.</p> <p>Children use simple equipment to make observations.</p> <p>Children carry out simple tests.</p> <p>Children identify and classify things.</p> <p>Children suggest what I have found out.</p> <p>Children use simple data to answer questions</p>                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                        |

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| <p><b>History</b></p>   | <p><b><u>Isaac Newton</u></b><br/>To find out about the life of Isaac Newton and how he changed Science for the better and to learn about the impact of work on modern Science.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children explain how I have changed since I was born.</p> <p>Children explain how some people have helped us to have better lives.</p> <p>Children recount the life of someone famous from Britain who lived in the past. Children explain what they did earlier and what they did later.</p> |  | <p><b><u>St George story</u></b><br/>Find about St George's story (events commemorated through festivals or anniversaries)<br/>Learn about the Armour San George used in the past and why</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children recognise that some objects belonged to the past.</p> <p>Children explain what an object from the past might have been used for.</p> <p>Children ask and answer questions about old and new objects.</p>                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b><u>Seaside Holidays</u></b><br/>To compare seaside holidays taken in the past with those taken today.</p> <p>To begin to understand what a Victorian beach holiday was like</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children use words and phrases like: old, new and a long time ago.</p> <p>Children spot old and new things in a picture.</p>                                                                          |
| <p><b>Geography</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <p><b><u>Locational knowledge</u></b><br/>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children name the four countries in the United Kingdom and locate them on a map.</p> <p>Children name some of the main towns and cities in the United Kingdom.</p> <p>Children name the capital cities of England, Wales, Scotland and Ireland.</p> <p>Children find where I live on a map of the United Kingdom</p> |  | <p><b><u>Key features</u></b><br/>Children use basic geographical vocabulary to refer to:<br/>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children describe the key features of a place from a</p> | <p><b><u>Continents and Oceans</u></b><br/>To use atlases to identify and label continents and to look at average rainfall in different continents and parts of the world.<br/>To name and locate the world's seven continents and five oceans.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children name the continents of the world and locate them on a map.</p> <p>Children name the world oceans and locate them on a map.</p> |

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| <b>D &amp; T</b> | <p><b><u>To create an apple</u></b><br/>Paper Mache<br/>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children choose appropriate resources and tools.<br/><br/>Children make a simple plan before making.</p>     | <p><b><u>Healthy Food</u></b><br/>We used a lot of different vegetables to make some soup. We had to peel, scrape and chop. We added seasoning and then had to wait for the soup to cook.<br/>It was delicious!</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children cut food safely.<br/><br/>Children describe the ingredients I am using.</p> |  |                                                                                                                                                                                                                                                                                                              | <p><b><u>Making Shoebox Habitats</u></b><br/>Select from and use a range of tools and equipment to make a habitat<br/>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children think of an idea and plan what to do next.<br/><br/>Children choose tools and materials and explain why I have chosen them.</p> | <p><b><u>To create a Bathing machine</u></b><br/>Design purposeful, functional, appealing Bathing Machine based on design criteria<br/>Generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and technology.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children make a product which moves.<br/><br/>Children make my model stronger.<br/><br/>Children explain to someone else how I want to make my product.</p> |
| <b>Art</b>       | <p><b><u>To explore sketching techniques, paint a portrait</u></b><br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children use pencils to create lines of different thickness in drawings.</p> | <p><b><u>Christmas cards</u></b><br/>To use a range of materials creatively to design and make a Christmas collage.<br/>To work with a range of materials and textures.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children create a printed piece of art by pressing, rolling, rubbing and</p>                                                 |  | <p><b><u>Colour mixing - Landscapes</u></b></p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u><br/>Children name the primary and secondary colours.<br/><br/>Children mix paint to create all the secondary colours.<br/><br/>Children create brown with paint.<br/><br/>Children create tints with</p> | <p><b><u>The work of Van Gogh</u></b><br/>To learn about Vincent Van Gogh and make links to their own work.<br/><br/>To work with pastels to recreate his paint of the Sunflowers<br/><br/>To develop a wide range of art and design techniques in using colour, pattern, texture, line,</p>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                                                                                                                                                                                                                                                              | <p>Children choose and use three different grades of pencil when drawing.</p> <p>Children use charcoal, pencil and pastel to create art.</p>                                                                                                                                                    | <p>stamping.</p> <p>Children make a clay pot.</p> <p>Children use IT to create a picture.</p>                                                                                                                                                                                                                                                                                                                                        |  | <p>paint by adding white.</p> <p>Children create tones with paint by adding black.</p>                                                                                                                                                         | <p>shape, form and space.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u></p> <p>Children create a piece of art in response to the work of another artist.</p> <p>Children suggest how artists have used colour, pattern and shape.</p> |                                                                                          |
| <p>Weekly activities - Art table. Children can access the art table every week during free flow time.</p> <p>Unit's NC Skill-based Assessment (yr1-2):</p> <p>Children use my own ideas to make something.</p> <p>Children cut, roll and coil materials.</p> |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |                                                                                          |
| <p><b>Music</b></p>                                                                                                                                                                                                                                          | <p><b>Singing</b></p> <p>Learn to sing and to use their voices in weekly singing assemblies. Understand and explore how music is created.</p> <p>Unit's NC Skill-based Assessment (yr1-2):</p> <p>Children use my voice to speak, sing and chant.</p> <p>Children sing and follow a melody.</p> | <p><b>Listening &amp; Performance</b></p> <p>To listen with concentration and explore pieces of music about weather (The storm by Tchaikovsky; The Flood by Stravinsky; Raindrops by Chopin).</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u></p> <p>Children respond to different moods in music.</p> <p>Children say whether I like or dislike a piece of music.</p> <p>Children listen out for particular things when</p> |  | <p><b>Listening &amp; Performance</b></p> <p>To listen with concentration and explore pieces of music about weather (The storm by Tchaikovsky; The Flood by Stravinsky; Raindrops by Chopin).</p> <p>To learn and perform the weather song</p> | <p><b>Singing</b></p> <p>Learn to sing and to use their voices in weekly singing assemblies. To look at texture and structure of a piece of music.</p>                                                                                          | <p><b>Artforms</b></p> <p>Music workshop session with Artforms based on the seaside.</p> |

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|       |                                                                                                                                                                                                                                   | listening to music.<br><br>To learn and perform the weather song                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                               |                 |
| PE    | <b>Fundamental Unit</b><br><br>Move fluently changing direction and speed.<br>Recognise space in their games.<br>Show control and accuracy with the basic actions for throwing and kicking.<br>Understand the concepts of aiming. | <b>Gymnastics - Move and hole</b><br><br>Perform basic gymnastic actions including traveling and staying still.<br>Make up and perform simple movement phrases.<br>Manage the space safely.<br>Carry and place apparatus safely.                                                                                                                                                                                                                                                      | <b>Dance - Moving words</b><br><br>Respond to music with a range of actions.<br>Copy simple movement patterns.<br>Make own movement pattern.<br>Explore own ideas, moods and feelings by experimenting with actions, directions and levels.                                                                                                                                                                                                                                                                                       | <b>Gymnastics - Jumping Jacks</b><br><br>Perform basic gymnastic actions including traveling and staying still.<br>Make up and perform simple movement phrases.<br>Manage the space safely.<br>Carry and place apparatus safely.                                                                                                                                                                                                                                                                       | <b>Fundamental Unit</b><br><br>Move fluently changing direction and speed.<br>Recognise space in their games.<br>Show control and accuracy with the basic actions for throwing and kicking.<br>Understand the concepts of aiming.                                                                                                                                                             | <b>Swimming</b> |
| RE    | What do Christians believe God is like?<br>(Understanding Christianity)                                                                                                                                                           | Old Testament Stories<br>Christmas                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What can we learn from stories from other religions?<br>(Agreed Syllabus 2013)<br>Include Sikh and Jewish stories here (Purim)                                                                                                                                                                                                                                                                                                                                                                                                    | Salvation 1.5<br>Why does Easter matter to Christians?<br>(understanding Christianity)                                                                                                                                                                                                                                                                                                                                                                                                                 | Baptism<br>What happen when a baby is born? Including "Baptism" in Church led by Canon Williams<br>(Agreed Syllabus 2013)<br>Include Sikh naming ceremony and naming ceremonies from other religions here                                                                                                                                                                                     |                 |
| PSHCE | Conflict Resolution & Peer Mediation                                                                                                                                                                                              | <u>Myself and My Relationships 1</u><br>Beginning and Belonging (NB, GFG)<br>• How am I special and what is special about other people in my class?<br>• What have I learnt to do and what would I like to learn next?<br>• How do we welcome new people to our class?<br>• What can I do to make the classroom a safe and happy place?<br>• How can I play and work well with others?<br>• How can I respect the needs of others?<br>• How does my behaviour make other people feel? | <u>Citizenship 1</u><br>Identities and Diversity<br>• Who are the people in my class and how are we similar to and different from each other?<br>• Who are the different people who make up a family?<br>• What things are especially important to my family and me?<br>• What are some of the similarities and differences in the way people including families live their lives?<br>• How can we value different types of people including what they believe in and how they live their lives?<br>• How do we celebrate what we | <u>Healthy and Safer Lifestyles 1</u><br>My Body and Growing Up<br>• What does my body look like?<br>• How has my body changed as it has grown?<br>• What can my body do?<br>• What differences and similarities are there between our bodies?<br>• How can I look after my body and keep it clean?<br>• How am I learning to take care of myself and what do I still need help with?<br>• Who are the members of my family and trusted people who look after me?<br>• How do I feel about growing up? | <u>Economic Wellbeing 1</u><br>Financial Capability<br>• Where does money come from and where does it go when we 'use' it?<br>• How might I get money and what can I do with it?<br>• How do we pay for things?<br>• What does it mean to have more or less money than you need?<br>• How do I feel about money?<br>• How do my choices affect me, my family, others?<br>• What is a charity? |                 |

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|                                                                    |                                                                                                                                                                                                                       |                                                                                                                                                                      | believe in and how is this different for different people? |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                 |
| <b>Computing</b><br><i>(E-safety on-going throughout the year)</i> | 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 | understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions |                                                            | Sorting & Classifying Plants and Animals.<br><br>To use logical reasoning to predict the behaviour of simple programs.<br><br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br><br>Create and debug simple programs.<br><i>Seaside Poster</i><br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | use technology purposefully to create, organise, store, manipulate and retrieve digital content |