

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

	Autumn 1 (Main Topic: Look how big I am)		Autumn 2 (Main Topic: Remembering)		Spring 1 (Main topic: Pueblos and farms)		Spring 2 (Main topic: Great Explorers)		Summer 1 (Main Topic: At the bottom of the garden)		Summer 2 (Main Topic: Seaside holidays)	
Visits / Visitors			Remembrance Day Church		Visit Wimpole Hall		Visit - Nurse					
English	Text(s) Knuffle Bunny	Text(s) Knuffle Bunny	Text(s) The Queen's Nose	Text(s) The Queen's Nose	Text(s) 3 Little Pigs	Text(s) 3 Little Pigs	Text(s) We are going on a bear hunt	Text(s) We are going on a bear hunt	Text(s) Soro and his unlucky grain of corn	Text(s) Variety of instructional texts	Text(s) Rainbow Fish	
	Genre Losing Tale	Genre Information Text	Genre The Magic Porridge Pot	Genre How to make a potion (Horrid Henry Glop)	Genre Conquering the monster tale	Genre Letter writing	Genre Take a walk little bear	Genre Take a walk little bear	Genre Losing & Finding	Genre Instructions - looking after a plant	Genre Character Flaw	
	Focus Setting		Genre Wishing Story	MGenre Instructions	Focus Character		Genre Finding tale	Genre Information text	Focus Action		Focus Action	
			Focus Character & Dialogue				Focus Setting					
Maths	Numbers to 10 Part-whole within 10 Addition and Subtraction within 10 (I) Addition and Subtraction within 10 (II) 2D and 3D shapes Numbers to 20				Addition within 20 Subtraction within 20 Numbers to 50 Introducing length and height Introduction Weight and Volume				Multiplication Division Halves and quarters Position and direction Numbers to 100 Time Money			
	Numbers to 100 Addition and subtraction (I) Addition and Subtraction (II) Money Multiplication and Division (I)				Multiplication and division (II) Statistics Length and height Properties of shapes Fractions				Position and direction Problem solving and efficient methods Time Weight, volume and temperature.			
Science	<u>My body</u>  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				<u>Everyday materials and their uses</u>  Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock				<u>Plants</u>  Children identify and name a variety of common plants and describe the basic structure  Observe and describe how seeds and bulbs grow into mature			

	<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>  <i>Children explain where I live and tell someone my address.</i></p> <p><i>Children name the parts of the human body that Children see.</i></p> <p><i>Children link the correct part of the human body to each sense.</i></p> <p><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>  <i>Children name a variety of animals including fish, amphibians, reptiles birds and mammals.</i></p> <p><i>Children classify and name animals by what they eat (carnivore, herbivore and omnivore).</i></p> <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><i>Children sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</i></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>  <i>Children distinguish between an object and the material it is made from.</i></p> <p><i>Children explain the materials that an object is made from.</i></p> <p><i>Children name wood, plastic, glass, metal, water and rock.</i></p> <p><i>Children describe the properties of everyday materials.</i></p> <p><i>Children group objects based on the materials they are made from.</i></p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u>  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>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>  <i>Children name a variety of common wild and garden plants.</i></p> <p><i>Children name the petals, stem, leaf and root of a plant.</i></p> <p><i>Children name the roots, trunk, branches and leaves of a tree.</i></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><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>  <i>Children sort living and non-living things.</i></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> <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 (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 To perform simple tests with thermometers &amp; rain gauges -</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u> 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> <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>				
<b>History</b>	<p><b>Remembrance Day</b> Children reflect on their own memories and think about the meaning of symbols, in particular the Remembrance Day poppy. Explore what life was like in Guilden Morden during the 2WW</p> <p>vents beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u> I can find out things about the past by talking to an older person.</p> <p>I can answer questions using books and the internet.</p>		<p><b>American Discovery</b> Children will learn about Cristobal Columbus and the American discovery. They will learn about the impact and what it meant.</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u> I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p> <p>I can research the life of a famous person from the past</p>		

	<p>I can spot old and new things in a picture.</p> <p>I can explain how I have changed since I was born. I can explain how some people have helped us to have better lives.</p>		<p>using different sources of evidence.</p>			
<p><b>Geography</b></p>			<p>Geographical skills and fieldwork  use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u>  I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>I can explain how an area has been spoilt or improved and give my reasons.</p>	<p>Place knowledge  Locate America on a globe and name the seven continents  Identify hot and cold areas of the world in relation to the equator and North poles.  Learn about the way of life in America.  Compare England Peru.  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</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u>  I can name the continents of the world and locate them on a map.  I can name the world oceans and locate them on a map.  I can describe some of the features of an island.</p>		<p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u>  I can explain the facilities that a village, town and city may need and give reasons.</p>

D & T		<p>Poppy</p> <p>To use different materials to create a poppy.</p> <p>To use a range of materials creatively to design and make products.</p> <p>explore and evaluate a range of existing products ✦ evaluate their ideas and products against design criteria</p> <p><u>Unit's NC Skill-based Assessment (yr1-2):</u></p> <p><i>I can use my own ideas to make something.</i></p> <p><i>I can choose appropriate resources and tools.</i></p> <p><i>I can make a simple plan before making.</i></p>		<p>I can build a boat that foats using different material and equipment</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><u>Unit's NC Skill-based Assessment (yr1-2):</u></p> <p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can join materials and components in different ways.</p> <p>I can explain what went well with my work.</p>		
<b>Computing</b>  <i>(E-safety on-going throughout the year)</i>	create and debug simple programs	use logical reasoning to predict the behaviour of simple programs		recognise common uses of information technology beyond school		
Art	<p><b>Finger painting - animals</b></p> <p>To use fingers as a tools for painting.</p> <p>To record from first-hand observation, experience and imagination and explore ideas.</p>	<p>American print.</p> <p>To look at and study the colours, and textures used in American culture.</p> <p>To create our own American print.</p>		<p><b>The work of Monet</b></p> <p>To learn about Monet and make links to their own work.</p> <p>To work with pastels to recreate his paint of the Lilly Pads</p> <p>To develop a wide range of</p>	<p><b>Underwater Pictures</b></p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	

					<p>art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>I can mix paint to create all the secondary colours.</p> <p>I can create brown with paint.</p> <p>I can create tints with paint by adding white.</p> <p>I can create tones with paint by adding black.</p> <p>I can suggest how artists have used colour, pattern and shape.</p> <p>I can create a piece of art in response to the work of another artist.</p>	
	<p>I can create a repeating pattern in print.</p> <p>I can cut, roll and coil materials.</p> <p>I can explain what went well with my work.</p> <p>I can show how people feel in paintings and drawings.</p> <p>I can create moods in art work.</p>					
<b>Music</b>	<b>Singing</b>	<b>Christmas Production</b>		<b>Listening &amp; Performance</b>	<b>Singing</b>	<b>Artforms</b>
	Learn to sing and to use their voices in weekly singing assemblies. Understand and	Learn to sing and to use their voices and prepare the Carols service. To		To listen with concentration and explore pieces of music	Learn to sing and to use their voices in weekly singing assemblies. To look at texture	Music workshop session with Artforms based on the

	explore how music is created.	look at pitch and duration.		about weather (The storm by Tchaikovsky; The Flood by Stravinsky; Raindrops by Chopin).  To learn and perform the weather song	and structure of a piece of music.	seaside.
	use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.					
<b>Computing</b> <i>(E-safety on-going throughout the year)</i>	Create and debug simple programs		Use logical reasoning to predict the behaviour of simple programs		Recognise common uses of information technology beyond school	
<b>PE</b>	<b>Games</b>  Move fluently changing direction and speed. Recognise space in their games. Show control and accuracy with the basic actions for throwing and kicking. Understand the concepts of aiming.	<b>Dance</b>  Respond to music with a range of actions. Copy simple movement patterns. Make own movement pattern. Explore own ideas, moods and feelings by experimenting with actions, directions and levels.	<b>Gymnastics</b>  Perform basic gymnastic actions including traveling and staying still. Make up and perform simple movement phrases. Manage the space safely. Carry and place apparatus safely.	<b>Gymnastics</b>  Watch and describe a short sequence of actions. Link and repeat basic gymnastic actions. Perform movement phrases with control and accuracy.	<b>Dance</b>  Respond to music with a range of actions. Copy simple movement patterns. Make own movement pattern. Explore own ideas, moods and feelings by experimenting with actions, directions and levels.	<b>Swimming</b>
<b>RE</b>	God/Creation F1 Why is the word 'God' so important to Christians? (Understanding Christianity)	How and why do people celebrate Birthdays? CASfRE 2018 -2023 Exemplar 1	What do Christians do for Lent - What happened to Jesus in the Desert	Lent Challenge  Focus on the activities from Bishop Stephen's Lent Challenge in class.	Sikhism Who are the Sikhs? Include Sikh weddings here and a comparison between Christian and Sikh wedding ceremonies	What makes a church a special place for Christian people? CASfRE 2018 -2023 Exemplar 1
<b>PSHCE</b>	Peer Mediation Unit		<u>Myself and My Relationships 2</u> My Family and Friends - Including Anti-bullying (GOFO, SNTB) • Who are my special people and why are they special to me? • Who is my family and how do we care for each other? • What is a friend? • How can I be a good friend?	<u>Citizenship 2</u> Me and My World • Who are the people who help to look after me and my school • How can I help to look after my school? • How can I help to care for my things at home? • Where do I live and what are	<u>Healthy and Safer Lifestyles 2</u> Keeping Safe (Including Drug Education) • What do I think I have to keep safe from? • How do I know if something is safe or unsafe? • Do I understand simple safety rules for when I am at	<u>Citizenship 3</u> Working Together (GFG) • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? • How can I work well in a

		<ul style="list-style-type: none"> <li>• How do I make new friends?</li> <li>• How can I make up with friends when I have fallen out with them?</li> <li>• How does what I do affect others?</li> <li>• Do I know what to do if someone is unkind to me?</li> </ul>	<p>the different places and features in my neighbourhood?</p> <ul style="list-style-type: none"> <li>• Who are the people who live and work in my neighbourhood including people who help me?</li> <li>• How can we look after the local neighbourhood and keep it special for everybody?</li> <li>• What do animals and plants need to live and how can I help to take care of them?</li> <li>• What is money and why do we need it?</li> <li>• How do we save money?</li> </ul>	<p>home, at school and when I am out and about?</p> <ul style="list-style-type: none"> <li>• Can I say 'No!' if I feel unsure about something and it does not feel safe or good?</li> <li>• Can I ask for help and tell people who care for me if I am worried or upset?</li> <li>• Who are the people who help to keep me safe?</li> <li>• What goes on to and into my body and who puts it there?</li> <li>• Why do people use medicines?</li> <li>• What are the safety rules relating to medicines and who helps me with these?</li> </ul>	<p>group?</p> <ul style="list-style-type: none"> <li>• Why is it important to take turns?</li> <li>• How can I negotiate to sort out disagreements?</li> <li>• How are my skills useful in a group?</li> <li>• What is a useful evaluation?</li> </ul>
--	--	---	---	--	--