





## Long Term Plan – Key Stage 1 – CYCLE A

	Autumn 1 8 weeks	Autumn 2 6 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 8 weeks
Topic	Great people who changed the world		All Creatures Great and Small		Commotion in the Ocean & Transition	
English	Key Texts:					
	<p><b>Whole Class English (KS1 – mixed Y1/Y2):</b> <b>Fiction:</b> A Cloudy Lesson (Literacy Shed Clip) Written outcome: Non-fiction (instructions)</p> <p><b>Fiction/Political:</b> If I were Prime Minister (Trygve Skaug) Written outcome: Fiction (short structured narrative)</p> <p><b>Year 2 English Group:</b> <b>Narrative Non-Fiction/Historical Fiction/Cultural:</b> Ada's Violin (Susan Hood) Written outcome: Fiction (diary entry)</p> <p><b>Assessed Write Pieces:</b> Baseline: All About Me Narrative (fiction) November Data Point: Instructions (non-fiction)</p> <p><b>Whole Class Reading:</b> XXX</p>	<p><b>Whole Class English (KS1 – mixed Y1/Y2):</b> <b>Fiction:</b> Handa's Surprise Written outcome: Fiction (blurb)</p> <p><b>Non-Fiction:</b> Animal Riddles Book (National Geographic Kids) Written outcome: Non-fiction (riddle poem)</p> <p><b>Year 2 English Group:</b> <b>Fiction:</b> Peter Rabbit (Beatrix Potter) Written outcome: Fiction (narrative – character description)</p> <p><b>Fiction:</b> Hodgeheg (Dick-King Smith) - World book week focus Written outcome: Non-fiction (non-chronological report)</p> <p><b>Assessed Write Pieces:</b> January Data Point: Diary Entry (fiction) March Data Point: Character Description (fiction)</p> <p><b>Whole Class Reading:</b> <b>Fiction:</b> Owl Babies (Martin Waddell) <b>Non-Fiction:</b> All about dinosaurs (fact page) <b>Poem:</b> The Monarch Butterfly <b>Devised by RMI Non-fiction:</b> Mental health and well-being text</p>	<p><b>Whole Class English (KS1 – mixed Y1/Y2):</b> <b>Fiction:</b> Alliteration Poem Written outcome: Fiction (alliterative poem)</p> <p><b>Non-Fiction:</b> Save the Whale (Read, Write Inc.) Written outcome: Non-fiction (poster)</p> <p><b>Year 2 English Group:</b> <b>Fiction:</b> The Storm Whale (Benji Davies) Written outcome: Fiction (narrative – retell)</p> <p><b>Fiction:</b> Lost and Found (Oliver Jeffers) Written outcome: Non-fiction (leaflet) Narrative Non-fiction (letter)</p> <p><b>Assessed Write Pieces:</b> May Data Point: Retell (fiction) July (additional): Letter to new teacher (narrative non-fiction)</p> <p><b>Whole Class Reading:</b> <b>Fiction:</b> The Snail and the Whale (Julia Donaldson) <b>Fiction:</b> Rainbow Fish <b>Non-Fiction:</b> Plastic Pollution in the Ocean (fact page) <b>Poem:</b> Turtles in danger (fact page) <b>Devised by RMI – Non-Fiction:</b> Our Oceans</p>			
	See 'English Progression Maps' and 'English Medium Term Plans' for more detail of English progression and curriculum coverage.					

Maths	<p>Year 1:</p> <p>Place Value (within 10)</p> <p>Addition and Subtraction (within 10)</p> <p>Year 2:</p> <p>Place Value (within 100)</p> <p>Addition and Subtraction</p>	<p>Year 1:</p> <p>Addition and Subtraction (continued)</p> <p>Shape</p> <p>Year 2:</p> <p>Addition and Subtraction (continued)</p> <p>Shape</p>	<p>Year 1:</p> <p>Place Value (within 20)</p> <p>Addition and Subtraction (within 20)</p> <p>Year 2:</p> <p>Money</p> <p>Multiplication and Division</p>	<p>Year 1:</p> <p>Place Value (within 50)</p> <p>Length and Height</p> <p>Mass and Volume</p> <p>Year 2:</p> <p>Multiplication and Division (continued)</p> <p>Length and Height</p> <p>Mass, Capacity and Temperature</p>	<p>Year 1:</p> <p>Multiplication and Division</p> <p>Fractions</p> <p>Position and Direction</p> <p>Year 2:</p> <p>Fractions</p> <p>Time</p>	<p>Year 1:</p> <p>Place Value (within 100)</p> <p>Money</p> <p>Time</p> <p>Year 2:</p> <p>Statistics</p> <p>Position and Direction</p>
Science	<p>Materials:</p> <ul style="list-style-type: none"><li>- Names of common materials (Y1)</li><li>- Properties (Y1)</li></ul> <p>- Suitability of materials (Y2)</p> <p>Working Scientifically:</p> <p>How can we test the effectiveness of different materials?</p> <p>- Changing materials (Y2) investigation (bending, stretching, twisting, squashing).</p>	<p>Materials:</p> <ul style="list-style-type: none"><li>- Inventor of waterproof material – Charles Macintosh</li></ul> <p>Working Scientifically:</p> <p>How can we test the effectiveness of different materials?</p> <ul style="list-style-type: none"><li>- Waterproof materials (Y2) investigation (DT/History link to Karl Benz – roof to car)</li></ul>	<p>Animals:</p> <ul style="list-style-type: none"><li>- Animal classification (Y1)</li></ul> <p>Diet: (omnivore, herbivore, omnivore)</p> <p>Structure: (reptiles, amphibians, fish, birds, mammals)</p> <p>Working scientifically:</p> <p>How we can make accurate comparisons between animals?</p>		<p>Animals - Habitats:</p> <ul style="list-style-type: none"><li>- Suitability of habitats: animals (Y2)</li><li>- Food chain (Y2)</li><li>- Living, non-living, dead (Y2)</li></ul> <p>Working scientifically:</p> <p>How do habitats provide for the basic needs of animals?</p>	
Geography		<p>Place Knowledge</p> <ul style="list-style-type: none"><li>- Compare / contrast local area with a contrasting area of a non-European country (Cateura/ Paraguay – as part of English topic with Year 2 (Ada's Violin)</li></ul>	<p>Locational Knowledge</p> <ul style="list-style-type: none"><li>- 7 continents of the world.</li></ul> <p>- Location of continents and where they are in relation to the equator &amp; the impact on climate.</p> <p>Human &amp; Physical Geography</p> <p>-Identification of human features of different areas in the world (landmarks).</p>		<p>Locational Knowledge</p> <ul style="list-style-type: none"><li>- 5 oceans of the world.</li></ul> <p>- Location of oceans and where they are in relation to the equator &amp; the impact on climate.</p> <p>Human &amp; Physical Geography</p> <p>-Identification of physical features of different areas in the world (habitats).</p> <p>Skills &amp; Fieldwork</p> <ul style="list-style-type: none"><li>- Use of world map, globe &amp; atlas.</li><li>- Map work – compass, direction, navigation</li><li>- Use a key on a map to retrieve information</li></ul>	

History	<p><b>Significant individual</b> - Life of significant individuals. Rosa Parks, Ludwig Guttman, William Booth (local) Additional through other lessons/assemblies: Karl Benz, Charles Macintosh, Emmeline Pankhurst, Nelson Mandela.</p> <p>- Use a variety of sources to understand key features of individuals and events (guided).</p> <p><b>Local History &amp; Changes beyond living memory</b> - Changes in an area of Nottingham city – past (1850) and present comparison.</p>			<p><b>Significant individual &amp; Changes within living memory</b></p> <p>- Life of significant individual. Dick King-Smith (World Book Week Link). - Use a variety of sources to learn about significant individual. - Comparison of schools from past (1929) to present.</p>		<p><b>Events beyond living memory &amp; Significant event</b></p> <p>Christopher Columbus - Changes in ships and expeditions have changed over time – past (1492) to present. - Use a variety of sources to understand key features of individuals and events.</p>
Computing	<p><b>Digital Literacy:</b> - Internet Safety introduction</p> <p><b>Logging on to Chrome Books</b> - Safely Logging In (username and password)</p>	<p><b>Information Technology:</b></p> <p><b>Microsoft Word</b> - Saving/retrieving work - Typing – space bar, shift key, full stop - Changing size/colour/type of font - Underline, bold, italics tools - Inserting picture from the clipart bank. (Christmas card insert)</p>	<p><b>Digital Literacy:</b> - Internet safety.</p>	<p><b>Information Technology:</b></p> <p><b>Paint programme</b> - Selecting colours - Selecting tools for purpose (inc. size of brush) - Background fill (Animal picture – science link)</p>	<p><b>Information technology:</b> <b>Mini movies</b> <b>Stop frame animation</b> - Recording and filming - Creating simple animations - Sequencing animations using the Imovie app - Using timers and reviewing animations</p>	
Music	<p><b>Composing</b> - Body percussion and understanding of interrelated dimensions (pulse, rhythm, pitch and dynamics)</p> <p><b>Performing:</b> - Harvest performance to a live audience.</p>	<p><b>Listening, Appraising + Responding:</b> <b>Musical instrument families</b> - Naming / classifying instruments</p> <p><b>Performing:</b> - Christmas performance to a live audience.</p>	<p><b>Composing:</b></p> <p>- Using instruments (ocarinas), choosing appropriate dynamics, pitch and tempo to create simple composition. - Understand how to represent sounds pictorially (using graphic scores and notation scores). - Begin to use note names to represent a simple composition (focus – Ocarinas).</p>		<p><b>Performing:</b></p> <p>- Singing (songs related to topic – Christopher Columbus / Sea Shanties – pirates link). Focus on rhythm / dynamics. How has style of music changed? - Sing expressively, with melodic and rhythmic accuracy, focusing on the dynamics of the song/tune.</p> <p><b>Listening, Appraising + Responding:</b> Different genres of music – link to sea shanties and music from different cultures around the world</p>	

<b>Design &amp; Technology</b>	<b>Technical Knowledge - Mechanisms</b>  - Wheels and axels mechanism (moving car – link to history: Karl Benz) <b>(Design, make, evaluate)</b>	<b>Technical Knowledge - Mechanisms</b>  - Lever mechanism (Christmas card)  	<b>Technical Knowledge - Cooking and Nutrition</b>  - Food origins.  - Healthy diet ('Eat Well Plate' and '5 a Day').  	<b>Technical Knowledge - Cooking and Nutrition</b>  - Prepare a healthy dish, performing a range of food preparation skills.  <b>(Design, make, evaluate)</b>		<b>Technical Knowledge – Textiles</b>  - Sewing project  <b>(Design, make, evaluate)</b>
<b>Art &amp; Design</b>	<b>Drawing - Pencil: Self-portraits</b>  <b>Techniques:</b> line, shape, space, tone  <b>Artist:</b> Kei Meguro  	<b>Drawing/Colour/ Pattern – Ink: Pointillism poppy</b>  <b>Techniques:</b> shape, pattern, texture, space, colour  <b>Artist:</b> George Seurat  	<b>Materials - Collage: Mythical creature collage</b>  <b>Techniques:</b> shape, form, texture, space, colour  <b>Artist:</b> Deborah Shapiro  	<b>Sculpting – Clay: Hedgehog collage</b>  <b>Techniques:</b> shape, form, texture, space  <b>Artist:</b> Anthony Gormley  	<b>Colour – Painting: Sea landscape</b>  <b>Techniques:</b> shape, line, texture, space, colour  <b>Artist:</b> Vincent Van Gogh  	<b>Drawing - Charcoal: Charcoal wave image</b>  <b>Techniques:</b> shape, line, texture, space, colour  <b>Artist:</b> Robert Longo  
<b>PE</b>	<b>Teacher:</b> Uni Hoc  <b>Coach:</b> Multiskills	<b>Teacher:</b> Drumba  <b>Coach:</b> Dance	<b>Teacher/Coach:</b> Large ball skills/ invasion games (tag rugby)  <b>Coach:</b> Gymnastics Floor work – rolls, balancing, movement, sequencing - Large apparatus	<b>Teacher:</b> Yoga  <b>Coach:</b> Striking / fielding (throwing, catching)	<b>Teacher:</b> Bat and ball skills: rounders  <b>Coach:</b> Athletics skills	<b>Teacher:</b> Tennis  <b>Coach:</b> Ball skills (football)
<b>RE</b>	<b>What did Jesus teach?</b>  <b>Key Question:</b> Is it possible to be kind to everyone all of the time?  <b>Religion:</b> Christianity	<b>Christmas - Jesus as gift from God</b>  <b>Key Question:</b> Why did Angels announce the birth of Jesus?  <b>Religion:</b> Christianity	<b>Passover</b>  <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?  <b>Religion:</b> Judaism	<b>Easter – Resurrection</b>  <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?  <b>Religion:</b> Christianity	<b>The Covenant (The Ten Commandments)</b>  <b>Key Question:</b> How special is the relationship Jews have with God?  <b>Religion:</b> Judaism	<b>Rites of Passage and good works</b>  <b>Key Question:</b> What is the best way for a Jew to show commitment to God?  <b>Religion:</b> Judaism

PSHE	<b>School Values:</b> - Work hard (Be Engages & Be Brave) - Be kind (Be Respectful, Be Safe) - School Promises - School Leaders					
	<b>Relationships:</b> Families and close positive relationships <b>British Values:</b> Rule of Law <b>Living in the Wider World:</b> Shared Responsibilities	<b>Relationships:</b> Managing hurtful behaviour and bullying <b>Health and Well-being:</b> Mental health – Feelings <b>British Values:</b> Democracy	<b>Relationships:</b> Friendships <b>Health and Well-being:</b> Healthy lifestyle <b>British Values:</b> Mutual Respect <b>Living in the Wider World:</b> Media Literacy & Digital Resilience	<b>Health and Well-being:</b> Keeping Safe <b>British Values:</b> Tolerance <b>Living in the Wider World:</b> Communities	<b>Relationships:</b> Safe relationships <b>British Values:</b> Individual Liberty <b>Living in the Wider World:</b> Economic Wellbeing - Money	<b>Relationships:</b> Respecting self and others <b>Health and Well-being:</b> Ourselves, growing and changing / Transition <b>Living in the Wider World:</b> Economic Wellbeing – Aspirations, Work and Careers.
	<b>Additional PSHE objectives covered through assemblies (See PSHE Curriiculum Coverage Overview for further information).</b>					
Additional Experiences/ Enrichments	- Influential speaker - Charity worker/someone who has campaigned to change something/MP/Paralympian - Harvest/Church visit - Christmas Performances/Church visit - Pumpkin Competition - Mental health day - Library Visits - Stay and craft (parents in)		- Hook into topic (letter and allotment) - RSPCA visit - Easter celebrations - World Book Week celebration - Chinese New Year celebration - Library Visits - Stay and read (parents in) - Year 1 Trip (science/geography link and school promise – caring for environment link).		- Year 2 camp - Year 2 visit to Juniors (Transition) - Open afternoon (parents in) - Library Visits - Year 2 End of year leavers concert - Transition across school - Summer fair - Book fair	