

Long Term Plan

CYCLE B 2019 - 2020

KS1

SUBJECT	Autumn		Spring		Summer	
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
TOPIC	TIME MACHINE		AROUND THE WORLD		SECRET GARDEN	
GEOGRAPHY HISTORY	HISTORY		GEOGRAPHY			
ART & DESIGN	DRAWING		PAINTING		SCULPTURE	
DESIGN & TECHNOLOGY	MECHANISMS COOKING WEEK		TEXTILES COOKING WEEK		CONSTRUCTION MATERIALS COOKING WEEK	
SCIENCE	MATERIALS WORKING SCIENTIFICALLY SEASONAL CHANGE		ANIMALS/LIVING THINGS WORKING SCIENTIFICALLY SEASONAL CHANGE		PLANTS WORKING SCIENTIFICALLY SEASONAL CHANGE	
COMPUTING	MULTIMEDIA		E SAFETY INTERNET SAFETY DAY		PROGRAMMING	
MUSIC	HEY YOU HARVEST SERVICE	HO HO HO CHRISTMAS SERVICE	IN THE GROOVE	ZOO TIME EASTER SERVICE	YOUR IMAGINATION	REFLECT, REWIND & REPLAY SUMMER FESTIVAL
PHYSICAL EDUCATION	GYMNASTICS		DANCE		TEAM GAMES	
RE	KS1 UNIT 4: WHERE DO WE BELONG? (AMV)	1.3: INCARNATION (UC)	KS1 UNIT 5: HOW DO WE CELEBRATE OUR JOURNEY THROUGH LIFE? (AMV)	1.5: SALVATION (UC)	KS1 UNIT 6: HOW SHOULD WE LIVE OUR LIVES? (AMV)	1.4: GOSPEL (UC)

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B	2019 - 2020	TIME MACHINE		AROUND THE WORLD			
	National Curriculum	<p>>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>>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]</p> <p>>the lives of significant individuals in the past who have contributed to national and international achievements. 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]</p> <p>>significant historical events, people and places in their own locality.</p>		<p>>name and locate the world’s seven continents and five oceans</p> <p>>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>>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>>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>>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -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 <p>>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</p> <p>>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</p> <p>>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>>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>			
	Skills	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> > Observe or handle evidence to ask questions and find answers to questions about the past. > Ask questions such as: What was it like for people? What happened? How long ago? > Use artefacts, pictures, stories, online sources and databases to find out about the past. > Identify some of the different ways the past has been represented. <p>To build an overview of world history</p> <ul style="list-style-type: none"> > Describe historical events. > Describe significant people from the past. > Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology</p> <ul style="list-style-type: none"> > Place events and artefacts in order on a timeline. > Label time lines with words or phrases such as: past, present, older, newer. > Recount changes that have occurred in their own lives. > Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> > Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. > Show an understanding of the concept of nation and a nation’s history. > Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 		<ul style="list-style-type: none"> > Ask and answer geographical questions (such as: What is this place like? What do people do in this place? What or who will I see in this place?) > Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 			

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	TIME MACHINE <i>Drawing</i>		AROUND THE WORLD <i>Painting</i> <i>Textiles (see DT)</i>		SECRET GARDEN <i>Sculpture</i> <i>Collage</i>	
	National Curriculum	>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 >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.					
	Skills	To develop ideas > Respond to ideas and starting points. > Explore ideas and collect visual information. > Explore different methods and materials as ideas develop. To master techniques – Drawing > Draw lines of different sizes and thickness. > Colour own work neatly following the lines. > Show pattern and texture by adding dots and lines. > Show different tones by using coloured pencils. To master techniques – Printing > Use repeating or overlapping shapes. > Mimic print from the environment (e.g. wallpapers). > Use objects to create prints (e.g. fruit, vegetables or sponges). > Press, roll, rub and stamp to make prints. To take inspiration from the greats (classic and modern) > Describe the work of notable artists, artisans and designers. > Use some of the ideas of artists studied to create pieces.	To develop ideas > Respond to ideas and starting points. > Explore ideas and collect visual information. > Explore different methods and materials as ideas develop. To master techniques – Painting > Use thick and thin brushes. > Mix primary colours to make secondary. > Add white to colours to make tints and black to colours to make tones. > Create colour wheels. To master techniques – Textiles > Use weaving to create a pattern. > Join materials using glue and/or a stitch. > Use plaiting. > Use dip-dye techniques. To take inspiration from the greats (classic and modern) > Describe the work of notable artists, artisans and designers. > Use some of the ideas of artists studied to create pieces.	To develop ideas > Respond to ideas and starting points. > Explore ideas and collect visual information. > Explore different methods and materials as ideas develop. To master techniques – Sculpture/Collage > Use a combination of materials that are cut, torn and glued. > Sort and arrange materials. > Mix materials to create texture. > Use a combination of shapes. > Include lines and texture. > Use rolled up paper, straws, paper, card and clay as materials. > Use techniques such as rolling, cutting, moulding and carving. To take inspiration from the greats (classic and modern) > Describe the work of notable artists, artisans and designers. > Use some of the ideas of artists studied to create pieces.			

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B	2019 - 2020	TIME MACHINE <i>Cooking Week</i> <i>Mechanisms</i>		AROUND THE WORLD <i>Cooking Week</i> <i>Textiles</i>		SECRET GARDEN <i>Cooking Week</i> <i>Construction Materials</i>	
	National Curriculum	<p>Design</p> <ul style="list-style-type: none"> >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>Make</p> <ul style="list-style-type: none"> >select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] >select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> >explore and evaluate a range of existing products >evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> >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>Design</p> <ul style="list-style-type: none"> >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>Make</p> <ul style="list-style-type: none"> >select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] >select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> >explore and evaluate a range of existing products >evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> >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>Design</p> <ul style="list-style-type: none"> >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>Make</p> <ul style="list-style-type: none"> >select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] >select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> >explore and evaluate a range of existing products >evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> >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. 	
	Skills	<p>Food</p> <ul style="list-style-type: none"> > Cut, peel or grate ingredients safely and hygienically. > Measure or weigh using measuring cups or electronic scales. >Assemble or cook ingredients. <p>Mechanics</p> <ul style="list-style-type: none"> > Create products using levers, wheels and winding mechanisms. 		<p>Food</p> <ul style="list-style-type: none"> > Cut, peel or grate ingredients safely and hygienically. > Measure or weigh using measuring cups or electronic scales. >Assemble or cook ingredients. <p>Textiles</p> <ul style="list-style-type: none"> > Shape textiles using templates. > Join textiles using running stitch. > Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing.) 		<p>Food</p> <ul style="list-style-type: none"> > Cut, peel or grate ingredients safely and hygienically. > Measure or weigh using measuring cups or electronic scales. >Assemble or cook ingredients. <p>Materials</p> <ul style="list-style-type: none"> > Cut materials safely using tools provided. > Measure and mark out to the nearest centimetre. > Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). > Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	

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B	2019 - 2020	MATERIALS		ANIMALS/LIVING THINGS		PLANTS	
	National Curriculum	<ul style="list-style-type: none"> >distinguish between an object and the material from which it is made >identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock >describe the simple physical properties of a variety of everyday materials >compare and group together a variety of everyday materials on the basis of their simple physical properties. >identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses >find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 		<ul style="list-style-type: none"> >identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals >identify and name a variety of common animals that are carnivores, herbivores and omnivores >describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) >identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. >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 microhabitats >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. >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 		<ul style="list-style-type: none"> >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. >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. 	
	National Curriculum	<p style="text-align: center;">SEASONAL CHANGE</p> <ul style="list-style-type: none"> >observe changes across the four seasons >observe and describe weather associated with the seasons and how day length varies. 					
	Skills	<p>Working scientifically</p> <ul style="list-style-type: none"> > Ask simple questions. > Observe closely, using simple equipment. > Perform simple tests. > Identify and classify. > Use observations and ideas to suggest answers to questions. > Gather and record data to help in answering questions. 					

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B	2019 - 2020	MULTIMEDIA		E SAFETY INTERNET SAFETY DAY		PROGRAMMING	
	National Curriculum	<ul style="list-style-type: none"> >understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions >create and debug simple programs >use logical reasoning to predict the behaviour of simple programs >use technology purposefully to create, organise, store, manipulate and retrieve digital content >recognise common uses of information technology beyond school >use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 					
	SKILLS						

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	HEY YOU HARVEST SERVICE	HO HO HO CHRISTMAS SERVICE	IN THE GROOVE	ZOO TIME EASTER SERVICE	YOUR IMAGINATION	REFLECT, REWIND & REPLAY SUMMER FESTIVAL
	National Curriculum	Pupils should be taught to: >use their voices expressively and creatively by singing songs and speaking chants and rhymes >play tuned and untuned instruments musically >listen with concentration and understanding to a range of high-quality live and recorded music >experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	Skills	Perform > Take part in singing, accurately following the melody. > Follow instructions on how and when to sing or play an instrument. > Make and control long and short sounds, using voice and instruments. > Imitate changes in pitch.	Compose > Create a sequence of long and short sounds. > Clap rhythms. > Create a mixture of different sounds (long and short, loud and quiet, high and low). > Choose sounds to create an effect. Sequence sounds to create an overall effect. > Create short, musical patterns. > Create short, rhythmic phrases.	Transcribe > Use symbols to represent a composition and use them to help with a performance.	Describe > Identify the beat of a tune. > Recognise changes in timbre, dynamics and pitch.		

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		Term 1	Term 2	Term 3
B	2019 - 2020	GYMNASTICS	DANCE	TEAM GAMES
	National Curriculum	Pupils should be taught to: >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.		
	Skills	> Copy and remember actions. > Move with some control and awareness of space. > Link two or more actions to create a sequence. > Show contrasts (such as small/tall, straight/curved and wide/narrow). > Travel by rolling forwards, backwards and sideways. > Hold a position whilst balancing on different points of the body. > Climb safely on equipment. > Stretch and curl to develop flexibility. > Jump in a variety of ways and land with increasing control and balance.	> Copy and remember moves and positions. > Move with careful control and coordination. > Link two or more actions to perform a sequence. > Choose movements to communicate a mood, feeling or idea.	> Use the terms 'opponent' and 'team-mate'. > Use rolling, hitting, running, jumping, catching and kicking skills in combination. > Develop tactics. > Lead others when appropriate.