

KS1 Long Term Planning 2018 - 2019: Topic Overview

Topic	English	Science	History/ Geography	Art	DT	Computing	RE, PSHCE, Music, PE	Other Ideas
Paws, Claws and Feathers 8 weeks	Hotchpotch pets Design ideal pet Factfiles on caring for pets Dear Zoo Mog, Spot the Dog, Six Dinner Sid, Hairy Maclary That's not my... Info on Guide Dogs Lost pets stories	Living things Y2	Geography - Walk to the vets and make locality maps, land use - Uncleby *Extra mini topic on History of the locality e.g. Battle of SB, building sites*	Drawings - patterns e.g. fur, feathers , scales That's not my... collages	Construction e.g. pet carriers, moving pictures, including levers and sliders.	Scratch Junior Beebots and InoBot E-Safety	RE - Judaism PSHCE Music – tempo, untuned instruments PE – Games skills	Vet visit Bring your pet in Uncleby trip
Light and Fire 7 weeks	GFOL diaries Firework poetry Mog's Christmas Calamity Fire Safety info How to make bread The Tiger Child	Seasonal change Y1 (+electricity and light and dark)	History - Great Fire of London. Christopher Wren	Fire and firework pictures Colour mixing - paint Jackson Pollock style painting with fire colours Christmas cards	Bonfire night cookery (soup) Baking bread (link to Pudding Lane)	E-Safety Firework pictures Great Fire of London game (online)	RE - Judaism PSHCE Music - tuned instruments, pitch, singing (nativity) PE - Dance	Have a fire ourselves with card houses Campfires Firemen/ fire engine to visit Nativity play
Myth and Magic 6 weeks	Enid Blyton e.g. Faraway Tree Witch stories (Room on the Broom, Winnie) Magic Porridge Pot Mr Majeika Jack and the beanstalk George's marvellous medicine	"Working scientifically" investigations Making potions/ slime. Magnets, magic milk etc	Geography - UK countries and capital cities, maps of magical lands	Sculptures of mythical creatures Watercolour scenes Clay - make magic porridge pots	N/A	E-Safety Factfiles about mythical creatures	RE – Looking at me; Looking at you PSHCE Music- timbre, texture PE – Dance/ Gymnastics	FXGuru Mini theme day
Wheels and Wings 6 weeks	Transport fact books Mrs Armitage Mr Gumpy Poems The Everywhere Bear The Naughty Bus	Everyday Materials Y1 including some forces work	History - transport (Montgolfier, Wright brothers, cars/ trains) Local history - train station	Printing shapes to create vehicles Sketches of vehicles (link to history)	Make a vehicle with wheels and axles Make a hot-air balloon	E-Safety Uses of technology e.g. train station, air travel	RE- Looking at me; Looking at you PSHCE Music- notation, duration PE - Gymnastics	Invite air steward visitor (Sid) Hull transport or railway museum
When I Grow Up 5 weeks	Topsy and Tim You Choose Job descriptions inc school staff Questions re jobs	Animals including humans Y2 (health etc)	(Optional extra History - famous nurses e.g. Florence Nightingale, Edith Cavell)	Famous artists (modern)	N/A	E-Safety Posters about a chosen job	RE – caring for our world PSHCE Music- dynamics PE - Athletics	Ask parents with different jobs to come in Library visit Dental health, police invite in
Roaming in the Rainforest 7 weeks	Parrot Tico Tango Monkey Puzzle Rio (film) Slowly. Sloth Where the forest meets the sea	Plants Y1 Parts of plants- link to rainforest	Geography - contrasting place (rainforest link)	Pastel tigers, butterflies, toucans etc Collage Romero Britto Ruth Daniels	Textiles (e.g. felt leaves or rainforest weaving)	E-Safety F-Scratch Junior - Beebots and InoBot	RE – caring for our world PSHCE Music- rhythm, structure, world music	Tropical world trip

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Art and Design		Objectives	Activity ideas
NATIONAL CURRICULUM		<ul style="list-style-type: none"> ● 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. 	
Autumn 1	Paws, Claws and Feathers 8 weeks	<p>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, shading or pastels</p> <p>Collage Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.</p>	Drawings - patterns e.g. fur, feathers , scales That's not my... collages
Autumn 2	Light and Fire 7 weeks	<p>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. Describe the work of notable artists, artisans and designers and use some of the ideas of artists studied to create pieces.</p>	Fire and firework pictures Colour mixing - paint Jackson Pollock style painting with fire colours Christmas cards
Spring 1	Myth and Magic 6 weeks	<p>Sculpture Explore different methods and materials as ideas develop. Use a combination of shapes. Include lines and texture. Use a variety of materials e.g. rolled up paper, straws, paper, card and clay Use techniques such as rolling, cutting, moulding and carving.</p>	Sculptures of mythical creatures Watercolour scenes Clay - make magic porridge pots
Spring 2	Wheels and Wings 6 weeks	<p>Printing Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints</p> <p>Drawing Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines.</p>	Printing shapes to create vehicles Sketches of vehicles (link to history)
Summer 1	When I Grow Up 5 weeks	<p>Famous artists Describe the work of notable artists, artisans and designers.</p>	Famous artists (modern)

		Use some of the ideas of artists studied to create pieces.	
Summer 2	Roaming in the Rainforest 7 weeks	Collage Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Pastel tigers, butterflies, toucans etc Collage Romero Britto Ruth Daniels

Design and Technology		Objectives	Activity ideas
Autumn 1	Paws, Claws and Feathers 8 weeks	<ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking and drawing ▪ 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, according to their characteristics ▪ explore and use mechanisms [levers, sliders], in their products. ▪ build structures, exploring how they can be made stronger, stiffer and more stable 	Construction e.g. pet carriers, moving pictures, including levers and sliders.
Autumn 2	Light and Fire 7 weeks	<ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. ▪ select from and use a range of tools and equipment to perform practical tasks ▪ select from and use a wide range of ingredients, according to their characteristics 	Bonfire night cookery (soup) Baking bread (link to Pudding Lane)
Spring 1	Myth and Magic 6 weeks	N/A	N/A
Spring 2	Wheels and Wings 6 weeks	<ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ explore and use mechanisms [wheels and axles], in their products. ▪ 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, according to their characteristics 	Make a vehicle with wheels and axles Make a hot-air balloon
Summer 1	When I Grow Up 5 weeks		N/A
Summer 2	Roaming in the Rainforest 7 weeks	Textiles <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria, and evaluate their ideas and products against design criteria 	Textiles (e.g. felt leaves or rainforest weaving)

		<ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ 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 textiles, according to their characteristics 	
Computing		Objectives	Activity ideas
E-Safety - each term		<ul style="list-style-type: none"> ▪ 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. 	
Autumn 1	Paws, Claws and Feathers 8 weeks	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>Online safety</p> <p>Scratch Junior</p> <p>Beebots and InoBot</p>
Autumn 2	Light and Fire 7 weeks	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Online safety</p> <p>Great Fire of London Game (online)</p> <p>Firework pictures on 2Simple</p>
Spring 1	Myth and Magic 6 weeks	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Online safety</p> <p>Making factfiles about mythical creatures</p>
Spring 2	Wheels and Wings 6 weeks	<p>recognise common uses of information technology beyond school</p>	<p>Online safety</p> <p>Traffic surveys and databases</p> <p>Uses of technology outside school e.g. airports, train station</p>
Summer 1	When I Grow Up 5 weeks	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Online safety</p> <p>Making posters about a job</p>
Summer 2	Roaming in the Rainforest 7 weeks	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p>	<p>Online safety</p> <p>Coding skills - Beebot, InoBot, Scratch Junior etc</p>

	use logical reasoning to predict the behaviour of simple programs	
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Geography		Objectives	Activity ideas
Autumn 1	Paws, Claws and Feathers 8 weeks	<ul style="list-style-type: none"> -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. -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 -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 basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, and shop 	<p>Geography - Walk to (or past!) the vets and make locality maps</p> <p>Land use/ aerial photos - link to Uncleby trip</p>
Autumn 2	Light and Fire 7 weeks	N/A	
Spring 1	Myth and Magic 6 weeks	<ul style="list-style-type: none"> -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -use world maps, atlases and globes to identify the United Kingdom and its countries -devise a simple map; and use and construct basic symbols in a key 	<p>UK countries and capital cities (could link to mythical creature reports)</p> <p>Maps of magical lands</p>
Spring 2	Wheels and Wings 6 weeks	N/A	
Summer 1	When I Grow Up 5 weeks	N/A	
Summer 2	Roaming in the Rainforest 7 weeks	<ul style="list-style-type: none"> -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 -use world maps, atlases and globes to identify the countries, continents and oceans studied -Use basic geographical vocabulary to refer to: 	<p>Contrasting place (rainforest link) e.g. a rainforest village or similar</p>

		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, shop	
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History		Objectives	Activity ideas
Autumn 1	Paws, Claws and Feathers 8 weeks	Pupils should be taught about significant historical events, people and places in their own locality. (<i>Battle of Stamford Bridge</i>) Develop an awareness of the past, using common words and phrases relating to the passing of time. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Extra mini topic on Battle of Stamford Bridge
Autumn 2	Light and Fire 7 weeks	Pupils should be taught about events beyond living memory that are significant nationally or globally [the Great Fire of London] Learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Develop an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	History - Great Fire of London. Christopher Wren
Spring 1	Myth and Magic 6 weeks		
Spring 2	Wheels and Wings 6 weeks	Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Pupils should be taught about significant historical places in their own locality. (<i>Train station, viaduct</i>) Learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Develop an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	History of cars/ trains Learn about Montgolfier, Wright brothers etc Local history - train station and viaduct

Summer 1	When I Grow Up 5 weeks	Optional extra mini topic - Pupils should be taught about 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 See general history objectives from other terms.	(Optional extra History - famous nurses e.g. Florence Nightingale, Edith Cavell)
Summer 2	Roaming in the Rainforest 7 weeks	N/A	

Music		Objectives	Activity ideas
Autumn 1	Paws, Claws and Feathers 8 weeks	-experiment with, create, select and combine sounds using the inter-related dimensions of music - focus on TEMPO -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music	Singing, untuned instruments
Autumn 2	Light and Fire 7 weeks	-experiment with, create, select and combine sounds using the inter-related dimensions of music - focus on PITCH -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music	Tuned instruments, singing (nativity)
Spring 1	Myth and Magic 6 weeks	-experiment with, create, select and combine sounds using the inter-related dimensions of music - focus on TIMBRE and TEXTURE -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	Timbre
Spring 2	Wheels and Wings 6 weeks	-experiment with, create, select and combine sounds using the inter-related dimensions of music - focus on APPROPRIATE MUSICAL NOTATION and DURATION -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	Notation
Summer 1	When I Grow Up 5 weeks	-experiment with, create, select and combine sounds using the inter-related dimensions of music - focus on DYNAMICS -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	Dynamics Famous musicians

Summer 2	Roaming in the Rainforest 7 weeks	-experiment with, create, select and combine sounds using the inter-related dimensions of music - focus on RHYTHM and STRUCTURE -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	Rhythm, world music
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P.E.		Objectives – see national curriculum objectives below.
Autumn 1	Paws, Claws and Feathers 8 weeks	<ul style="list-style-type: none"> • Games (skills) • Swimming
Autumn 2	Light and Fire 7 weeks	<ul style="list-style-type: none"> • Dance • Swimming
Spring 1	Myth and Magic 6 weeks	<ul style="list-style-type: none"> • Dance/ Gymnastics • Swimming
Spring 2	Wheels and Wings 6 weeks	<ul style="list-style-type: none"> • Gymnastics • Swimming
Summer 1	When I Grow Up 5 weeks	<ul style="list-style-type: none"> • Athletics • Swimming
Summer 2	Roaming in the Rainforest 7 weeks	<ul style="list-style-type: none"> • Games (applying skills) • Swimming

Select objectives from the following:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

PSHCE/ SEAL		Objectives	Activity ideas
Autumn 1	Paws, Claws and Feathers 8 weeks	<p>New Beginnings</p> <ul style="list-style-type: none"> To listen to other people, and play and work cooperatively. to identify and respect the differences and similarities between people. to take part in discussions with one other person and the whole class to agree and follow rules for their group and classroom, and understand how rules help them to contribute to the life of the class and school rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe 	<p>New class rules. Recap on whole school Rights, responsibilities and rules School council elections Circle time activities What makes a 'good' citizen – link to people who help us. Trick or treating safety Road Safety <i>Choose from SEAL: New Beginnings Blue Book pages 27 – 43.</i></p>
Autumn 2	Light and Fire 7 weeks	<p>Say No to Bullying - Getting on and Falling Out</p> <ul style="list-style-type: none"> That there are different types of teasing and bullying, and that bullying is wrong, and how to get help to deal with bullying. to realise that people and other living things have needs, and that they have responsibilities to meet them that they belong to various groups and communities, such as family and school 	<p>Firework safety Anti-bullying week – do posters/charters etc Celebrations of cultural diversity-Divali/Christmas. Circle time activities <i>Choose from: Getting On and Falling Out Blue Book pages 29 – 41</i></p>
Spring 1	Myth and Magic 6 weeks	<p>Going for Goals</p> <ul style="list-style-type: none"> what improves and harms their local, natural and built environments and about some of the ways people look after them to take part in a simple debate about topical issues how to set simple goals to share their opinions on things that matter to them and explain their view Plus where things go when they enter my body/injections/who needs medicines? 	<p>Circle time activities <i>Choose from: Going for Goals Blue Book pages 23 – 32</i></p>
Spring 2	Wheels and Wings 6 weeks	<p>Good to be me</p> <ul style="list-style-type: none"> that all household products, including medicines, can be harmful if not used properly how to make simple choices that improve their health and wellbeing. to maintain personal hygiene about the process of growing from young to old and how people's needs change how some diseases spread and can be controlled 	<p>Keeping healthy through diet/exercise/ using medicines in the right way/keeping clean. Controlling illnesses and diseases. What makes me special? Look at how children play in different countries/cultures. Circle time activities <i>Choose from: Good To Be Me Blue Book pages 26 – 30</i></p>

Summer 1	When I Grow Up 5 weeks	Relationships <ul style="list-style-type: none"> to identify and respect the differences and similarities between people. to recognise how their behaviour affects other people that family and friends should care for each other 	Circle time activities <i>Relationships Blue Book pages 25 – 34</i> Link to stories in literature.
Summer 2	Roaming in the Rainforest 7 weeks	Changes <ul style="list-style-type: none"> to think about themselves, learn from their experiences and recognise what they are good at to recognise, name and deal with their feelings in a positive way to recognise what they like and dislike, what is fair and unfair, and what is right and wrong 	Sports Day Transition Arrangements Circle time activities <i>Changes Blue Book pages 13 - 18</i>

RE		Objectives	Activity ideas
Autumn 1	Paws, Claws and Feathers 8 weeks	Judaism/ Worship and festivals To know the main aspects of Judaism To know what Judaism is To know the early history of Judaism that Jews believe in To know the story of Moses and the Ten Commandments To know about major Jewish celebrations and festivals	name some religious festivals and celebrations
Autumn 2	Light and Fire 7 weeks		describe and explain some traditions linked to religious festivals name different ways in which people may worship describe and compare forms of worship common to more than one faith name different parts and important artefacts in a place of worship say how the building and its artefacts are used in different ways
Spring 1	Myth and Magic 6 weeks	Looking at me, Looking at you recognise what makes a person unique say how faith members are the same and how they are different retell faith stories about caring for others	compare themselves to others talk sensitively about people of different faiths
Spring 2	Wheels and Wings 6 weeks		say why they think people of faith may help others

		<p>say why religious people celebrate an important life event</p> <p>name religious ceremonies connected with important times of life</p> <p>talk about religious symbols and artefacts in an important religious ceremony</p>	<p>talk about their important life events</p> <p>say what they think matters most in a religious ceremony</p> <p>say why symbols and artefacts are important at certain times of life</p>
Summer 1	When I Grow Up 5 weeks	<p>Caring for the world</p> <p>listen to creation stories from holy books of different faiths</p>	<p>reflect on a variety of creation stories</p>
Summer 2	Roaming in the Rainforest 7 weeks	<p>say why the world is a special place for faith members</p> <p>say how religious people treat the world with respect</p> <p>retell a faith story</p> <p>know which faith a story comes from</p>	<p>say why they think the world is a special place</p> <p>talk about ways that everyone can play their part in caring for the world</p> <p>say what they think a faith story means for the believer</p> <p>say why the story is important to the faith member</p>

