

KS1 Long Term Planning Cycle 2

Arnold Mill Primary School

	Autumn Term Here we are		Spring Term Superheroes		Summer Term Lets Explore	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	Oliver Jeffers Stories <i>Here we are/ what we'll build/ stuck/ the way back home/ the day the crayons quit</i>	Robin Hood	Traction Man Non-fiction materials	Florence Nightingale	Sunny the Meerkat	Sunny the Meerkat
Starting point	Wrapped up book as a present to the class for each story	Letters from the King	Wrapped up present of traction man	Letters from Florence	Postcards from Sunny from around the world	Sunny visiting different habitats
Trips	Arnold Park Library	<i>Sherwood forest</i>	Visit to a synagogue	Florence Nightingale drama workshop (Freshwater Theatre)	Trip to the post-box (links to other schools)	Stonebridge farm Y1 Camp Y2
Wow days	The day the chairs quit	A day as a Knight	Superhero dress up day	Mock hospital day Nurse to visit	Foods from around the world	Whole class forest school day
English	<u>Curriculum</u> Develop positive attitudes towards and stamina for writing by writing for different purposes	<u>Curriculum</u> Develop positive attitudes towards and stamina for writing by writing for different purposes	<u>Curriculum</u> Develop positive attitudes towards and stamina for writing by writing for different purposes	<u>Curriculum</u> Develop positive attitudes towards and stamina for writing by writing for different purposes	<u>Curriculum</u> Develop positive attitudes towards and stamina for writing by writing for different purposes	<u>Curriculum</u> Develop positive attitudes towards and stamina for writing by writing for different purposes
	<u>Knowledge/ Genre</u> Story Writing- retell Letter writing Character description	<u>Knowledge/ Genre</u> Instructions: <i>How to be a knight</i> Recount of a trip Funny Poetry	<u>Knowledge/ Genre</u> Story writing- stories on a theme Instructions	<u>Knowledge/ Genre</u> Non-fiction texts Classic Poetry	<u>Knowledge/ Genre</u> Story writing- Traditional tales from around the world Non-chronological reports	<u>Knowledge/ Genre</u> Themed Poetry Recount of an event Story writing- Familiar settings
	<u>Skills</u> Handwriting Punctuation Spelling Grammar	<u>Skills</u> Handwriting Punctuation Spelling Grammar	<u>Skills</u> Handwriting Punctuation Spelling Grammar	<u>Skills</u> Handwriting Punctuation Spelling Grammar	<u>Skills</u> Handwriting Punctuation Spelling Grammar	<u>Skills</u> Handwriting Punctuation Spelling Grammar
Maths	<u>Y1</u> <ul style="list-style-type: none"> Place value (to 10) Addition and Subtraction (to 10) Shape Place Value (to 20) 		<u>Y1</u> <ul style="list-style-type: none"> Addition and Subtraction (to 20) Place Value (to 50) Length and Height Weight and Volume 		<u>Y1</u> <ul style="list-style-type: none"> Multiplication and Division Fractions Geometry: Position and direction Place Value (to 100) Money 	

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			<ul style="list-style-type: none"> Time
	<u>Y2</u> <ul style="list-style-type: none"> Place value Addition and Subtraction Money Multiplication and Division 	<u>Y2</u> <ul style="list-style-type: none"> Multiplication and Division Statistics Geometry: Properties of Shape Fractions 	<u>Y2</u> <ul style="list-style-type: none"> Length and Height Geometry: Position and direction Time Mass, Capacity and temperature
Science	<u>Animals including Humans- YEAR TWO Curriculum</u> 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. .	<u>Materials YEAR TWO Curriculum</u> <ul style="list-style-type: none"> 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. 	<u>Living things and their habitats - YEAR TWO Curriculum</u> <ul style="list-style-type: none"> 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 micro-habitats 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.
	<u>Knowledge</u> Knowing that animals have babies. Naming some of these. Know they grow into adults. Knowing an animal basic needs to survive: air, food, water, shelter. To identify healthy and unhealthy foods. How to keep ourselves clean. How to exercise.	<u>Knowledge</u> Know a range of different materials. Know what different materials are used for. Talk about why materials are suitable. Know how materials can change. Know what squashing, bending, twisting and stretching are. Talk about if a material can be squashed, bent, twisted or stretched.	<u>Knowledge</u> Identify if something is living, dead, or has never been alive. Know what a habitat is. Know what a microhabitat is. Talk about how animals and plants are suited to their habitat. Name plants and animals in a habitat. Make a simple food chain.
	<u>Skills</u> Asking and answering questions, identifying and classifying	<u>Skills</u> Asking and answering questions, identifying and classifying, testing materials, recording my findings.	<u>Skills</u> Asking and answering questions, identifying and classifying, drawing and labelling,
History	<u>Curriculum</u> Significant historical events, people and places in their own locality.	<u>Curriculum</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Nursing- Florence Nightingale)	<u>N/A</u>
	<u>Knowledge</u> Know who Robin Hood is. Know why Robin Hood is important.	<u>Knowledge</u> Know who Florence Nightingale is. Know why Florence Nightingale is important.	

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			<p>Talk about how Florence improved nursing. Order chronologically important events in nursing. Talk about the role of a nurse. Know places a nurse could work.</p>			
	<u>Skills</u> order chronologically, use historical vocabulary related to time, ask and answer questions, use different sources to understand about the past		<u>Skills</u> order chronologically, use historical vocabulary related to time, ask and answer questions, use different sources to understand about the past			
Geography	<u>Curriculum</u> <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. 		N/A			
	<u>Knowledge</u> Name human features of the environment. Name physical features of the environment. Talk about the geography of my school. Locate places in school on a map.					
	<u>Skills</u> Use geographical language, locate on a map.					
			<u>Curriculum</u> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 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 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 			
			<u>Knowledge</u> Name the continents. Name the oceans. Locate the continents. Locate the oceans. Locate hot and cold places. Talk about the climate of the UK. Name the countries of the UK. Find the UK and its countries on a map.			
			<u>Skills</u> Locate using a map, describe and talk about maps and places, use geographical language			
Computing	E-safety: project evolve Information technology around us 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	E-safety: project evolve Digital photography Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school	E-safety: project evolve Robot algorithms 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.	E-safety: project evolve Pictograms Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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	E-safety: project evolve Making music Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	E-safety: project evolve An introduction to quizzes 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.

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	where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	the internet or other online technologies.		Use logical reasoning to predict the behaviour of simple programs.
	<u>Knowledge</u> To recognise the uses and features of information technology To explain how information technology benefits us To recognise that choices are made when using information technology	<u>Knowledge</u> To know what devices can be used to take photographs To describe what makes a good photograph To decide how photographs can be improved To recognise that images can be changed	<u>Knowledge</u> To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To explain that programming projects can have code and artwork	<u>Knowledge</u> To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To recognise that people can be described by attributes To explain that we can present information using a computer	<u>Knowledge</u> To say how music can make us feel To identify that there are patterns in music To describe how music can be used in different ways	<u>Knowledge</u> To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome
	<u>Skills</u> To show how to use information technology safely To identify information technology in the home To identify information technology beyond school	<u>Skills</u> To use a digital device to take a photograph To use tools to change an image	<u>Skills</u> To use logical reasoning to predict the outcome of a program (series of commands) To design an algorithm To create and debug a program that I have written	<u>Skills</u> To create a pictogram To select objects by attribute and make comparisons	<u>Skills</u> To show how music is made from a series of notes To create music for a purpose To review and refine our computer work	<u>Skills</u> To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved
Art	<u>Curriculum</u> Andy Warhol <ul style="list-style-type: none"> 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 	NA	<u>Curriculum</u> Lichtenstein, Pop art comic strips <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, 	NA	<u>Curriculum</u> Sculptures <ul style="list-style-type: none"> to use a range of materials creatively to design and make products use sculpture to develop and share their ideas, experiences and imagination 	NA

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			<p>experiences and imagination</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, 		<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	
	<p><u>Skills</u> Draw from observations, Paint- choose appropriate size tools colour mix Using imagination</p>		<p><u>Skills</u> Draw from observations, Paint- choose appropriate size tools colour mix Using imagination</p>		<p><u>Skills</u> Design a fish using pencil and colour. Sculpt a fish from clay. Paint the clay fish.</p>	
	<p><u>Knowledge</u> Know that Andy Warhol was a pop artist. Know the characteristics of pop art.</p>		<p><u>Knowledge</u> Know that Roy Lichtenstein was a pop artist. Know the characteristics of pop art.</p>		<p><u>Knowledge</u> Know the tools used to sculpt clay</p>	
DT	NA	NA	<p><u>Curriculum</u> Make a new cape for Traction Man</p>	NA	NA	<p><u>Curriculum</u> Build a bug hotel</p>
			<p><u>Skills</u> Design and draw a cape for Traction Man. Select materials and tools to make the cape.</p>			<p><u>Skills</u> Design and draw a bug hotel. Select natural and manmade materials. Select tools. Work in pairs to make a bug hotel for the school environment.</p>
			<p><u>Knowledge</u> Make cross curricular links to properties of materials (science) Know the purpose of Traction Man's cape. Design, make and evaluate a cape for Traction man.</p>			<p><u>Knowledge</u> Know the purpose a bug hotel. Design, make and evaluate a bug hotel</p>
RE Notts agreed syllabus	<p><u>Curriculum</u> Unit 2.1 Leaders What makes people inspiring to others?</p>	<p><u>Curriculum</u> Unit 1.1 Celebrations and festivals: Christmas and Diwali</p>	<p><u>Curriculum</u> Unit 2.2 Theme: Believing</p>	<p><u>Curriculum</u> Unit 1.1 Celebrations and festivals: Purim and Easter</p>	<p><u>Curriculum</u> Unit 2.4 Theme: Story</p>	<p><u>Curriculum</u> Unit 2.3 Theme: Belonging</p>

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			What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?		How and why some stories are important in religion? What can we learn from them? <i>Noah's Ark</i>	What does it mean to belong? What is it like to belong to the Christian community in Nottingham today?
	<u>Knowledge</u> Learn some stories of Moses (<i>the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments</i>). Find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (<i>e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians</i>). Find out about Saint Peter as a Christian leader Consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non-religious leader makes a good point of comparison.	<u>Knowledge</u> Learn about annual and weekly celebrations for Christians and Jewish people, Learn about the songs, worship, celebrations, stories, artefacts, and food associated with these celebrations. Festivals from other faiths to be introduced: Diwali (Sikh/Hindu)	<u>Knowledge</u> Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. Learn about some ways a Rabbi teaches the community about God.	<u>Knowledge</u> Learn about annual and weekly celebrations for Christians and Jewish people, Learn about the songs, worship, celebrations, stories, artefacts, and food associated with these celebrations. Festivals from other faiths to be introduced: Vaisakhi (Sikh)	<u>Knowledge</u> Learn Jewish and Christian stories about e.g. Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Noah, Daniel. Gain knowledge about the Jewish Bible and the importance of the Torah.	<u>Knowledge</u> Learn about belonging in a family, to a school and in the community. Gain knowledge about ways of belonging in Christianity <i>e.g. Christenings and Believers' Baptisms. Jesus' Baptism.</i> The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.
	<u>Skills</u> Thinking and discussion skills. Information gathering skills.	<u>Skills</u> Practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	<u>Skills</u> Use and develop skills of discussion, observation, information gathering and remembering.	<u>Skills</u> Practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	<u>Skills</u> Develop skills of discussion, observation, information gathering and remembering.	<u>Skills</u> Use and develop skills of discussion, observation, information gathering and remembering.

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Music	Curriculum- Charanga Hands, Feet, Heart	Curriculum- Charanga Ho Ho Ho (A fun song about Christmas)	Curriculum- Charanga I Wanna Play In A Band	Curriculum- Charanga Zootime	Curriculum- Charanga Friendship Song	
	<u>Knowledge</u> <ul style="list-style-type: none">Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musiciansLearn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellenceUnderstand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.					
	<u>Skills</u> <ul style="list-style-type: none">use voice expressively and creatively by singing songs and speaking chants and rhymesplay tuned and untuned instruments musicallylisten with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the inter-related dimensions of music					
PE	<u>Year One Autumn Curriculum</u> Dance/Circuits Perform dances using simple movement patterns. Multiskills 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	<u>Year Two Autumn Curriculum</u> Dance/Multiskills Perform dances using simple movement patterns. 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. Invasion games Participate in team games, developing simple tactics for attacking and defending	<u>Year One Spring Curriculum</u> Gymnastics/Apparatus 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. Invasion Games Participate in team games, developing simple tactics for attacking and defending	<u>Year Two Spring Curriculum</u> Gymnastics/Apparatus 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. Football Participate in team games, developing simple tactics for attacking and defending	<u>Year One Summer Curriculum</u> Athletics/Tennis 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. Scatterball Participate in team games, developing simple tactics for attacking and defending	<u>Year Two Summer Curriculum</u> Athletics/Dodgeball 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. Cricket Participate in team games, developing simple tactics for attacking and defending
	<u>Knowledge</u> Perform different movements. Use movements in a pattern. Creating a routine. Perform different balances. Know what skills to use in different activities. Knowing different skills eg run, jump, skip, hop, throw, catch etc.	<u>Knowledge</u> Perform different movements. Use movements in a pattern. Creating a routine. Perform different balances. Know what skills to use in different activities. Knowing different skills eg run, jump, skip, hop, throw, catch etc.	<u>Knowledge</u> Perform different movements. Creating a routine. How to keep safe on apparatus. Perform different balances. Know what skills to use in different activities. Knowing different skills eg run, jump, skip, hop, throw, catch etc.	<u>Knowledge</u> Perform different movements. Creating a routine. How to keep safe on apparatus. Perform different balances. Know what skills to use in different activities. Know the principals of attacking and defending.	<u>Knowledge</u> Perform movements. Know what skills to use in different activities. Know the principals of attacking and defending.	<u>Knowledge</u> Perform movements. Know what skills to use in different activities. Know the principals of attacking and defending. Knowing the basic skills for a game.

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			Know the principals of attacking and defending.			
	<u>Skills</u> Different dance movements, running, jumping, throwing, catching, balancing, hopping, skipping.	<u>Skills</u> Different dance movements, running, jumping, throwing, catching, balancing, hopping, skipping, attacking and defending.	<u>Skills</u> Balancing, jumping, sequencing, copying an example, running, jumping, throwing, catching, balancing, hopping, skipping, attacking and defending.	<u>Skills</u> Balancing, jumping, sequencing, copying an example, running, jumping, kicking a ball, stopping a ball, dribbling a ball, balancing, hopping, skipping, attacking and defending.	<u>Skills</u> Running, jumping, balancing, skipping, hopping, hitting a ball, throwing and catching.	<u>Skills</u> Running, jumping, balancing, skipping, hopping, hitting a ball, bowling a ball, throwing and catching.