

KS1 LONG TERM PLAN – 26-27

	<u>Awesome Australia</u>	<u>Marvellous Moon Landing</u>	<u>Wild Woodland</u>
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Science Focus	Animals, Humans	Materials	Plants, living things and habitats
Core	Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies Working Scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.		
Y1 National Curriculum	- Identify and name common animals (fish, reptile, mammals etc.) Identify and name carnivores, herbivores, omnivores. - Describe and compare the structure of common animals. - Identify and name the basic parts of the human body* and say which part is associated with each sense. *RSE – identify and name parts of the human body including genitals.	- Distinguish between and object and a material. - Identify and name a variety of materials (wood, plastic, glass etc.) - Describe simple physical properties of everyday materials. - Compare and group a variety of everyday materials on the basis of their properties.	- Identify and name a variety of common wild and garden plants, including evergreen & deciduous trees. - Identify and describe the basic structure of a variety of common plants including trees.
Y2 National Curriculum	- Notice that animals including humans have offspring that grow into adults. - Find out about and describe the basic needs of animals including humans for survival (water, air, food, shelter) Describe the importance of exercise, eating the right amount of different types of food, and hygiene (Well-Being / SMILERS / PSHE)	- Identify and compare suitability of a variety of everyday materials for particular uses. - Find out how to change the shapes of some materials (squash bend twist stretch)	- Explore & compare the differences between things that are living, dead and never been alive - Identify that most living things live in habitats, to which they are suited and describe how different habitats provide for their basic needs and say how plants and animals 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 (simple food chain). - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and temperature to grow.

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Geography			
Focus	Continents / Oceans	Travel / Maps	Local Habitats
Core	UK - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Weather / Seasons - 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		
National Curriculum	<u>Locational knowledge</u> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Place knowledge</u> ♣ 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 (<i>in Asia</i>) <u>Human and physical geography</u> ♣ 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 basic geographical vocabulary to refer to: ♣ 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 <u>Geographical skills and fieldwork</u> ♣ 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 ♣ 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	<u>Locational knowledge</u> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Human and physical geography</u> ♣ 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 basic geographical vocabulary to refer to key physical and human features <u>Geographical skills and fieldwork</u> ♣ 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	<u>Geographical skills and fieldwork</u> ♣ 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 Geography – key stages 1 ♣ 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 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. <u>Human and physical geography</u> ♣ 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 basic geographical vocabulary to refer to key physical and human features

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History			
National Curriculum	Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (ie – transport, sport, school, houses technology).	The lives of significant individuals in the past
Core	The lives of significant individuals in the past who have contributed to national and international achievements. (black history month, focus artist, musician of the month, sports, explorers)		

Computing						
National Curriculum	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.					
	recognise common uses of information technology beyond school	use technology purposefully to create, organise, store, manipulate and retrieve digital content	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	use technology purposefully to create, organise, store, manipulate and retrieve digital content

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Art			
National Curriculum	- to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	- 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.	- 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.
DT	Movement (sliders / pop-up) Structures (joins)	Movement (wheels/dials)	Structure – Strong, Stiff, Stable Cooking & Nutrition
National Curriculum	Make - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Cooking & Nutrition - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.	Design - 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 Make - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Design - 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 Make - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge

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				▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms in their products. Cooking & Nutrition ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from.		
Music						
National Curriculum	▪ 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.					
PE						
National Curriculum	▪ 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.					
PSHE	Relationships	Living in the Wider World		Health & Well Being		
	Families & Friendships Safe Relationships Respecting Ourselves & Others	Belonging to a Community Media Literacy & Digital Resilience Money & Work		Physical Health & Mental Wellbeing Growing & Changing Keeping Safe		
RE						
Core	1.6 How and why do we celebrate special and sacred times? Harvest / Diwali / Christmas / Easter / Ramadan & Eid Il Futr / Pentecost					
Key stage 1	1.7 What does it mean to belong to a faith community?	1.8 How we should care for others and the world and why does it matter?	1.2 Who is a Muslim and what do they believe?	1.1 Who is a Christian and what do they believe?	1.4 What can we learn from sacred books?	1.5 What makes some places sacred?