KS1 Long Term Plan

YEAR ONE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Who am I?	Discovery	Navigation	Farming	Home and abroad	Down at the seaside
History	Events beyond living memory that are significant nationally or	Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality.			
Geography			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

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 | Name and locate the world's 7 continents and 5 oceans

Name, locate and identify characteristics of the 4 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, as well as the countries, continents and oceans studied at this key stage

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 | 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

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | 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 |

			surrounding environment.	features of its surrounding environment.		
Science	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Note 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)	Seasonal changes Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies. observing closely, using simple equipment performing simple tests Gathering and recording data to help in answering questions.		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. Science- Year 2 Identify and name a variety of plants and animals in their habitats, including micro-habitats 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. observing closely, using simple equipment identifying and classifying	Year 1 ▪ 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) Year 2 ▪ describe how animals obtain	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 different uses Compare how things move on different surfaces. Find out how the shapes of solid objects made

				performing simple tests	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)	from some materials can be changed by squashing, bending, twisting and stretching observing closely, using simple equipment performing simple tests
Art	*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*	Learn 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 drawing, painting and sculpture to develop and share their ideas, experiences and imagination	*To use a range of materials creatively to design and make products*
D&T	Use the basic principles of a healthy and varied diet to prepare dishes			Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from		Design, make and evaluate build structures, exploring how they can be made stronger, stiffer and more stable

						Explore and use mechanisms, in their products.
PSHE	What makes me special I can tell you things I am good at I can tell you some of my strengths as a learner I know that we learn in different ways I can set myself personal goals	<u>Understanding my feelings</u> I know more names for feelings than I did before I can use more words to express my feelings I can tell you when I am feeling anxious or worried I can tell you things that make me feel anxious <u>Managing my feelings</u> I can be still, quiet and relax my body I know what it feels like to be relaxed I know what makes me feel relaxed and what makes me feel stressed I can tell you what places make me feel relaxed I can explain some things that help me to stop worrying		Anti-Bullying I understand that bullying happens repeatedly I understand that bullying is deliberate I understand what to do if I see someone being bullied or I think I am being bullied Types of bullying covered: - verbal physical	E-Safety I understand that I should ask an adult before using a new website (Use 'Clicking Chicken' book) I know who to tell if I see something on the internet that worries me I can tell you what personal information is and I am developing an awareness of why it is special I am beginning to understand the dangers of online gaming I can develop strategies/rules for how to stay safe online	

		I can change my behaviour if I stop and think about what I am doing				
Computing	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	use technology purposefully to create, organise, store, manipulate and retrieve digital content	Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Recognise common uses of information technology beyond school	
Music	Songs for Harvest Festival	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Nativity Christmas concert		experiment with, create, select and combine sounds using the interrelated dimensions of music		
R.E. Yr1/2	How do Christians show they belong to their faith family?	How do Christians prepare and celebrate Christmas?	How and why do Jewish people celebrate Passover?	What do Christians means when they call Jesus their saviour?	How do Jews show they belong to their faith?	Why do people pray?
Physical Education	Physical Literacy	Invasion games Physical Literacy	Invasion games Physical Literacy	Physical Literacy	Bat and ball games Physical Literacy	Athletics Physical Literacy
Trips						

YEAR Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	People who help us.	Let's celebrate	Meet the locals		Lost and found	Let's create
History	events beyond living memory that are		Significant historical events, people and		Significant historical events, people and	

	significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		places in their own locality.		places in their own locality Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	
Geography			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 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key			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

			human and physical features of its surrounding environment.		
Science	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. performing simple tests			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		
Art	*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*	Learn 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 drawing, painting and sculpture to develop and share their ideas, experiences and imagination	*To use a range of materials creatively to design and make products*

D&T						
		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		*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

		Evaluate *explore and evaluate a range of existing products*		Evaluate *explore and evaluate a range of existing products*		explore and evaluate a range of existing products
PSHE	What makes me special I can tell you things I am good at I can tell you some of my strengths as a learner I know that we learn in different ways I can set myself personal goals	<u>Understanding my feelings</u> I know more names for feelings than I did before I can use more words to express my feelings I can tell you when I am feeling anxious or worried I can tell you things that make me feel anxious <u>Managing my feelings</u> I can be still, quiet and relax my body I know what it feels like to be relaxed I know what makes me feel relaxed and what makes me feel stressed I can tell you what places make me feel relaxed I can explain some things that help me to stop worrying		Anti-Bullying I understand that bullying happens repeatedly I understand that bullying is deliberate I understand what to do if I see someone being bullied or I think I am being bullied Types of bullying covered: - verbal physical	E-Safety I understand that I should ask an adult before using a new website (Use 'Clicking Chicken' book) I know who to tell if I see something on the internet that worries me I can tell you what personal information is and I am developing an awareness of why it is special I am beginning to understand the dangers of online gaming I can develop strategies/rules for how to stay safe online	

		I can change my behaviour if I stop and think about what I am doing				
Computing	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	use technology purposefully to create, organise, store, manipulate and retrieve digital content	Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Recognise common uses of information technology beyond school	
Music		Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically		play tuned and untuned instruments musically	listen with concentration and understanding to a range of high-quality live and recorded music	
R.E. Yr1/2	What is a Harvest Festival?	Who was Jesus and how do we know what he was like?	Why did people follow Jesus? What does it mean to be a follower of Jesus?	Why is the cross important to Christians?	What stories do Buddhists tell about Siddhartha Gautama?	How do Buddhists express their beliefs?
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