









KS1 Long Term Plan – Year A




Cycle A	Autumn Term September – December 2022		Spring Term January – April 2023		Summer Term May – July 2023	
<p>English</p> 	<p>Traditional tales and fables: Using The Story Blanket, Wolfy and other stories explore traditional tales and fables. Learn about the past tense and conjunctions and how to use these to write your own exciting tale.</p> <p>Letter and Postcards: Enjoy reading letters and postcards in three different texts: Dear Dinosaur, Dear Postman and Dear Father Christmas. Look at sentence types and learn how to add adjectives, adverbs and prepositions to enhance descriptive writing. Write letters and postcards for a range of purposes.</p> <p>Poetry – The Owl and the Pussycat: Explore the wonderful nonsense poetry of Edward Lear. Create noun phrases to write about characters and settings from the poems. Plan, draft and write a story sequel to the Owl and the Pussycat.</p>		<p>Contemporary picture books: Enjoy three delightful picture books, The Invisible, The Night Gardener and Last Stop on Market Street. Learn spelling rules for adding prefixes and suffixes. Be inspired to write a story using vivid descriptive language.</p> <p>Writing instructions: Starting with Emily Gravett's beautiful books, Tidy and Too Much Stuff, explore instructional language and write instructions for improving the classroom and school environment. Study sentence types and verb tenses.</p> <p>Rhyming poetry: Read and respond to a selection of poems about houses and homes. Use adjectives and adverbs to enhance description and suffixes to create rhymes for poems about monsters. Write poetry about a dream home.</p>		<p>Stories by the Same Author: Malorie Blackman: Read and enjoy several short stories about Betsey Biggalow. Make predictions and write creatively about characters and settings. Learn how to use subordinating conjunctions and revise verb tenses before writing a short story.</p> <p>Instructions: Food Stories: Using food-focused stories as inspiration, write instructions linked to the characters and themes. Revise commas in lists and explore sentence types. Compare the texts read and write a book review.</p> <p>Poems on a Theme: Night Poems: Explore the beauty of night through the wonderful Moon by Britta Teckentrup. Compose acrostic poems and rhyming couplets using adjectives and adverbs for description. Revise singular and plural spelling rules.</p>	
<p>Maths</p> 	<p>Year 1 Place Value Addition/Subtraction Shape</p>	<p>Year 2 Place Value Addition/Subtraction Money Multiplication/Division</p>	<p>Year 1 Place value Addition/subtraction Place Value Length & height Mass & volume</p>	<p>Year 2 Money Multiplication/Division Length & height Mass, capacity & temperature</p>	<p>Year 1 Multiplication/division Fractions Geometry Place Value Money Time</p>	<p>Year 2 Statistics Fractions Geometry Problem solving Time</p>
<p>History</p> 	<p>Changes Within Living Memory - Childhood <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p>Know that children's lives today are different to those of children a long time ago</p>		<p>Blenheim Palace <i>Significant historical events, people and places in their own locality</i></p> <p>Know the name of a famous person, or a famous place, close to where they live</p> <p>Know how the local area is different to the way it used to be a long time ago</p>		<p>The Great Fire of London <i>Events beyond living memory that are significant nationally or globally</i></p> <p>To know about events beyond living memory that are significant nationally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	

	<p>A focus on everyday life in the past children use vocabulary such as ‘past’ ‘before’ and ‘after’ to describe when something happened. Comparisons will be made between Tackley today and the past so children can recall facts that happened locally in the past.</p>	<p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc</p>	<p>Compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Samuel Pepys. Significant historical events, people and places in their own locality.</p>
<p>Geography</p> 	<p>Growing up in Place knowledge: 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. Geographical skills and fieldwork : 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>Tackley and beyond Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries. 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 route on a map 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>	<p>Where we live Locational knowledge: 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 Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom. 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</p>
<p>Science</p> 	<p>Scientists and Inventors Lego Mae Jemison Zoos Sensory Gardens Measuring the Weather At the Vets Wrapping up Warm Super Senses Greenhouse Growing Brilliant Botany Doctor’s Surgery Rachel Carson Mopping Up</p>	<p>Living Things and Their Habitats 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</p>	<p>Plants 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.</p>

	Wind Power		chain, and identify and name different sources of food.		
Computing 	Computing systems and networks – Technology around us Technology in our classroom /Using technology / Developing mouse skills /Using a computer keyboard / Developing keyboard skills /Using a computer responsibly Creating media – digital painting How can we paint using computers?/ Using shapes and lines /Making careful choices/ Why did I choose that? / Painting all by myself / Comparing computer art and painting		Creating media – digital writing Exploring the keyboard/ Adding and removing text/ Exploring the toolbar / Making changes to text /Explaining my choices / Pencil or keyboard Data and information – grouping data Label and match /Group and count /Describe an object /Making different groups /Comparing groups/ Answering questions		Programming A - Moving a robot Buttons /Directions /Forwards and backwards /Four directions /Getting there /Routes Programming B – Introduction to animation Comparing tools /Joining blocks /Make a change /Adding sprites /Project design /Following my design
RE 	Theme: Creation Story. Concept: God/Creation. Key Question: Does God want Christians to look after the whole world? Religion: Christianity Theme: Christmas. Concept: Incarnation. Key Question: What gifts might Christians have given Jesus if he had been born here instead of Bethlehem Religion: Christianity.		Theme: Jesus as a friend. Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity. Theme: Easter – Palm Sunday. Concept: Salvation. Key Question: Why was Jesus welcomed like a king by the crowds on Palm Sunday. Religion: Christianity		Theme: Shabbat. Key Question: Is Shabbat important to Jewish children? Religion: Judaism Theme: Rosh Hashanah and Yom Kippur. Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
Art 	Autumn Leaves: Drawing Visual element: line, shape, colour, composition Process: observational pencil drawing, exploring wax-resist technique, introduction to watercolour Final artwork: wax resist study of Autumn leaves	Colour Chaos: Painting Visual element: colour, contrast, pattern Artist: Wassily Kandinsky 'Squares with concentric circles' Process: colour mixing, painting Final artwork: painting composition of colourful circles inspired by the work of Kandinsky	The Magic Fish: Textiles Visual element: colour, texture Artist: Paul Klee 'The Golden/Magic Fish' Process: oil pastel drawing, painting on fabric (background), textile (fish made of fabric and embellishments)	Pattern and Shape: Print Visual element: shape, pattern Process: mark making, introduction to printmaking through printing with plasticine Final artwork: plasticine prints of shells, feathers, leaves etc	Be an Architect! Houses from around the world: Drawing, sculpture Visual element: form, texture Artist: Hundertwasser, Zaha Hadid, Heatherwick Studios Process: drawing, collage, design, 3D Final artwork: architectural model of a building made of cardboard, foam, sticks, fabric etc

			Final artwork: painting on fabric (sea) with a textile element (fish).	
<p>Design and Technology</p> 	<p>Making a Moving Storybook</p> <p>Design: Year 1 – Create simple designs for a product. Use pictures and words to describe what they want to do. Year 2 – Design product for a specific user using drawings and templates. Make: Year 1 – Use a range of simple tools to cut, join and combine materials and components safely. Year 2 – Safely measure, mark out, cut and shape materials and components using a range of tools. Evaluate: Year 1 – Ask simple questions about existing products and those that have been made. Year 2 – Investigate and analyse existing products and those that have been made considering a wide range of factors. Evaluate and assess existing products and those that have been made following a design criteria.</p> <p>Technical Knowledge: Year 1 – Use levers, slides wheels and axels in a product. Year 2 – Explore and use mechanisms in products.</p>	<p>Making Wraps & Sandwiches</p> <p>Design: Year 1 – Begin to discuss what healthy foods are. Year 2 – Understand the need for a variety of food in diet. Make: Year 1 – Use simple tools with help to prepare food safely. Year 2 – Use a wide range of cooking techniques to prepare food. Evaluate: Year 1 – Ask simple questions about existing products and those that have been made. Year 2 – Investigate and analyse existing products and those that have been made considering a wide range of factors. Evaluate and assess existing products and those that have been made following a design criteria. Technical Knowledge: Year 1 – Say where food comes from and give examples of what is grown. Year 2 – Understand that all food has to be grown, farmed or caught.</p>	<p>Textiles: Bunting & Decorations</p> <p>Design: Year 1 – Create simple designs for a product. Use pictures and words to describe what they want to do. Year 2 – Design product for a specific user. Make: Year 1 – Use a range of simple tools and techniques to shape and join materials and components safely. Year 2 – Safely measure, mark out, and shape materials and components using a range of tools. Evaluate: Year 1 – Ask simple questions about existing products and those that have been made. Year 2 – Investigate and analyse existing products and those that have been made considering a wide range of factors. Evaluate and assess existing products and those that have been made following a design criteria. Technical Knowledge: Year 1 – Build structures exploring how they can be made stronger. Year 2 – Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p>	
<p>PE</p> 	<p>Gymnastics:</p> <p>Jumping and rolling leading to sequences</p>	<p>Agility:</p> <p>Fundamental body movements with repeated focus on agility, balance and co-ordination</p>	<p>Dance:</p> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings; choosing and varying simple compositional ideas</p>	
<p>Music</p> 	<p>No Place Like</p> <ul style="list-style-type: none"> ● Listen to a new piece of music and describe what they hear ● Listen to the environment around them, and find new sounds <ul style="list-style-type: none"> ● Practise start and stop ● Conduct the class in starting and stopping 	<p>Lark Ascending</p> <ul style="list-style-type: none"> ● Listen to a new piece of music and learn what a composer is ● Explore the difference between high pitch and low pitch <ul style="list-style-type: none"> ● Lead a musical activity 	<p>Mars</p> <ul style="list-style-type: none"> ● Listen to a new piece of music ● Explore spikey and smooth in the context of music ● Learn a new song and sing it in different styles ● Play simple patterns on the drum, and repeat simple patterns back 	

	<ul style="list-style-type: none"> ● Make their own 'Home' sound piece <ul style="list-style-type: none"> ● Think of new words for songs ● Link their topic or book to this piece of music ● Help write a story with sound effects 	<ul style="list-style-type: none"> ● Listen and identify sounds outside ● Mirror sounds they hear ● Link an instrument to a character ● Sing (whilst learning a new song) <ul style="list-style-type: none"> ● Suggest new lyrics ● Compose short pieces of music 	<ul style="list-style-type: none"> ● Write new lyrics to a familiar tune about all the things you might find on your way to Mars! ● Make your own space map with lots of different sounds <ul style="list-style-type: none"> ● Play some classroom instruments
<p>PSHE</p> 	<p style="text-align: center;">Be Yourself</p> <p>Recognise different emotions, explore different strategies to help manage uncomfortable feelings, learn about how big life changes impact on feelings and emotions, explore the importance of sharing thoughts and emotions.</p> <p style="text-align: center;">Digital Wellbeing</p> <p>How: the Internet can be useful in everyday life, we can balance time online with other activities to keep our mind and body healthy, what risks there are online and how we can stay safe, including how important it is to not share any personal information online, explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.</p>	<p style="text-align: center;">It's My Body</p> <p>Make safer choices about their body, sleep and exercise, diet, cleanliness and substances, learn facts about each of these areas and learn strategies to manage them, the message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <p style="text-align: center;">V.I.Ps</p> <p>Explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.</p>	<p style="text-align: center;">Money Matters</p> <p>Think about where money comes from and how it can be used, discuss the idea of spending and saving money and begin to understand why it is important to keep belongings, including money, safe. Learn about the different things on offer when they go shopping and identify the difference between the things we want and the things we need.</p> <p style="text-align: center;">Think Positive</p> <p>recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions</p>