

CAMBLESFORTH PRIMARY

Key Stage 1 Long Term Plan

2 Year Rolling Programme

| Science | Design & Technology | History | Geography | Computing | RE | Art & Design | Music | Citizenship | PE | French |
|---|---|---|--|--|--|---|---|--|--|---|
| <p>*Suggest what might happen and ways test ideas. *Make observations using appropriate senses. *Explore using the five senses. * Make simple comparisons and groupings. *Communicate findings in simple ways. Collect evidence to try to answer a question. *With help, suggest some ideas and questions. *Think about how to collect evidence. Suggest what might happen. * Think about and discuss whether comparisons and tests are fair or unfair. *Make observations and comparisons using simple equipment, following simple instructions. *Use first-hand experience and, with help, simple information sources to answer questions. *Record findings in simple ways including tables, graphs etc. *Say whether what happened was what was expected and draw simple conclusions.</p> | <p>Use knowledge of existing products to support plans for a similar product. Describe, explore and investigate products that have been disassembled. Use construction kits, pictures, templates, mock ups and captions to plan and design. Talk about and describe the tools and materials needed in order complete the key tasks within a plan. Explore and talk about the characteristics of an increasing range of materials. Select and use simple tools to cut and join a range of materials. Use a straight edge to mark lines for cutting. Join edge to edge using glue. Curl paper. Use a hole punch and stapler. Select from a range a finish to improve the appearance of a product. Follow procedures for safety and hygiene. Talk about and describe key features of a range of products. Explore and evaluate a range of existing products. Begin to evaluate the success of the product in terms of function and aesthetic criteria.</p> | <p>*Develop awareness of the past, using common words and phrases relating to the passing of time. *Where people and events fit within a chronological timeline. Use a wide vocabulary of historical terms. *Ask and answer questions using historical sources to show understanding of key events. *Use a range of sources to find out about the past and identify different ways in which it is represented.</p> | <p>*Develop knowledge about the United Kingdom and their locality. *Understand basic subject specific vocabulary relating to human and physical geography *Begin to use geographical skills, including first – hand observation, to enhance locational awareness</p> | <ul style="list-style-type: none"> Use technology safely Recognise common uses of information technology beyond school | <p>*Remember a Christian story and talk about it. Use the right names for things that are special to Christians and Jews. Recognise religious art, symbols and words, and talk about them. Talk about things that happen to me. T *talk about what I find interesting or puzzling. *Talk about what is important to me and to other people. *Tell a Christian story and say some things that people believe. *Talk about some of the things that are the same for different religious people. *Say what some Christian and Jewish symbols stand for and say what some of the art is about. *Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. Talk about what is important to me and to others with respect for their feelings.</p> | <p>*Collage: Find out how to make collage pictures for particular purposes by cutting, tearing and sticking varied papers and objects to a background. *Drawing 2D: Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones. *Paint 2D: Experiment with different marks, shapes and patterns that can be made with paint. Explore the effect of adding other materials to paint such as sand, glitter and PVA glue. *Textiles: Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures. Experiment with plaiting and dipdye. *3D: Use junk materials (and/or crumpled newspaper/ carrier bags covered with layers of paper and PVA, adding decoration and colour) to design and make a 3D object.</p> | <ul style="list-style-type: none"> See separate long term plan | <p>*Begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules *Respond to simple questions and explain their own views and ideas in pairs and to the class Listen to the views of others *Make real choices and know how to ask for help. *Begin to show understanding of values, for example honesty, tolerance, respect and concern for others. *Take part in simple discussions and debates on topical issues that affect themselves and others *Understand that people may have different views on issues and use imagination to understand other people's experiences.</p> | <ul style="list-style-type: none"> See Seperate PE plan | <p>*Listen to and repeat simple words and phrases. * Identify patterns and sounds in rhymes and songs and repeat simple words in rhymes and songs. * Respond to simple questions about pictures and objects. *Pronounce the letters of the alphabet accurately *Repeat and pronounce simple words accurately. *Describe people using familiar words and phrases. Identify an increasing range of word families</p> |

| | 2019-2020 | | | 2020-2021 | | |
|------------------------|--|---|--|--|---|--|
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 |
| EBOR Values | Excellence | | | | | |
| | Belonging | Respect | Opportunities | Belonging | Respect | Opportunities |
| Frist Hand experiences | | | | | | |
| Theme | Near and Far | Up , Up and Away | I've got the power | | | |
| Science | Animals, including humans | Everyday materials Uses of everyday materials | Plants/Seasonal changes | | All living things and their habitats | Plants |
| History | Significant historical events, people and places in own locality | Changes in living memory (inc. Change in national life) Significant events beyond living memory – national or global | Lives of significant individuals who have contributed to national or international achievements (comparison between two periods) | Significant historical events, people and places in own locality | Changes in living memory (inc. Change in national life) Significant events beyond living memory – national or global | Lives of significant individuals who have contributed to national or international achievements (comparison between two periods) |
| Geog | Location knowledge Human and physical geography | Place knowledge – small area of the UK | Place knowledge – non-European country | Location knowledge Human and physical geography | Place knowledge – small area of the UK | Place knowledge – non-European country |
| Computing | Creating and debugging simple programs | Create, organise, store, manipulate and retrieve digital content | Algorithms Predicting and using simple programs | Algorithms Predicting and using simple programs | Creating and debugging simple programs | Create, organise, store, manipulate and retrieve digital content |
| D & T | Food | Sliders and levers | Wheels and axles | Textiles | Pulleys and gears | Structures |
| Art & Design | Drawing Painting | Textiles | Sculptures | Drawing Painting | Sculptures | Textiles |
| RE | Myself Belonging | Believing – Christianity and Islam | Symbols – Christianity and Islam | Celebrations – Christianity and Islam | Story – Christianity and Islam | Leaders and teachers |

| | | | | | | |
|------------------------|--|---|--|--|--|--|
| French | | | | | | |
| British Values | Week focus - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs | Mutual respect and tolerance of those with different faiths and beliefs | Democracy, rule of law, individual liberty | Week focus - democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs | Mutual respect and tolerance of those with different faiths and beliefs | Democracy, rule of law, individual liberty |
| PSHE | | | | | | |
| Music | <i>Cycle 1a</i> Joining in Moving to the Beat Sea Shanties Echo + Call & Response songs | <i>Cycle 2a</i> High voice Moving to the Beat / Folk dances Rhythm syllables (ta titi, too, rest) | <i>Cycle 3a</i> Hand drums / untuned percussion Playing on the Beat Singing Rascals songs | <i>Cycle 1a</i> Voice confidence Sea Shanties Echo + Call & Response songs | <i>Cycle 2a</i> High voice '2 time' - Metre / Time Signature Rhythm syllables (syncopa / tikati) Folk dances | <i>Cycle 3a</i> Tuned percussion Singing Rascals songs Playing in time |
| | <i>Cycle 1b</i> Voice confidence Loud and Quiet Solfa + Chroma colours (do re mi so) Christmas songs | <i>Cycle 2b</i> Singing independently Folk dances Pre-notation (drawing rhythm) High and Low sounds | <i>Cycle 3b</i> Instruments 1 - String family Singing Rascals songs | <i>Cycle 1b</i> Singing like a leader Solfa + Chroma colours (do re mi so la high-do) Christmas songs | <i>Cycle 2b</i> Singing independently Rounds and Canons Tempo - Fast and Slow Folk dances | <i>Cycle 3b</i> Tuned percussion Singing Rascals songs Sing and play Instruments 2 - Percussion Family |
| PE | Football Tag Rugby Sportshall Athletics | Dance/Gymnastics Handball | Kwik Cricket Athletics/Quadkids Tennis | Football Tag Rugby Sportshall Athletics | Dance/Gymnastics Handball | Kwik Cricket Athletics/Quadkids Tennis |
| Learning Through Weeks | BRITISH VALUES | SCIENCE & ENGINEERING WEEK | LEARNING THROUGH SPORT | BRITISH VALUES | SCIENCE & ENGINEERING WEEK | LEARNING THROUGH SPORT |

Literacy

| | | | | | | |
|---|--|---|---|--|---|---|
| KS1 Amuse Inform Entertain Instruct Describe Explain | Year 1 <ul style="list-style-type: none"> Basic skills Recount of a trip Traditional fairy tale narrative Character description Instructions | Year 1 <ul style="list-style-type: none"> Non chronological report –Collaboration group work Setting description Stories from fantasy worlds Poetry on a theme | Year 1 <ul style="list-style-type: none"> Setting description Familiar story with a twist Poetry Recount | Year 1 <ul style="list-style-type: none"> Basic skills Recount of a trip Traditional fairy tale narrative Character description Instructions | Year 1 <ul style="list-style-type: none"> Non chronological report –Collaboration group work Setting description Stories from fantasy worlds Poetry on a theme | Year 1 <ul style="list-style-type: none"> Setting description Familiar story with a twist Poetry Recount |
| | Year 2 <ul style="list-style-type: none"> Detailed character description Narrative traditional tale with a twist Recount of a trip Instructions | Year 2 <ul style="list-style-type: none"> Non chron leaflet Setting description Stories from fantasy worlds Extended stories Poetry on a theme | Year 2 <ul style="list-style-type: none"> Extended stories Letter writing Explanation texts Setting description Creative writing to amuse | Year 2 <ul style="list-style-type: none"> Detailed character description Narrative traditional tale with a twist Recount of a trip Instructions | Year 2 <ul style="list-style-type: none"> Non chron leaflet Setting description Stories from fantasy worlds Extended stories Poetry on a theme | Year 2 <ul style="list-style-type: none"> Extended stories Letter writing Explanation texts Setting description Creative writing to amuse |

Mathematics

| | | | | | | |
|---|--|---|---|--|--|---|
| KS1 Amuse Inform Entertain Instruct Describe Explain | Year 1 Number: Place value Number: Addition and subtraction Geometry and Shape | Year 1 Time Number: Place value Measures: Length and Height Number: Times and Divide | Year 1 Number: Addition and subtraction Measures: Money Measures: Weight and volume | Year 1 Number: Place value Number: Addition and subtraction Geometry and Shape | Year 1 Time Number: Place value Measures: Length and Height Number: Times and Divide | Year 1 Number: Addition and subtraction Measures: Money Measures: Weight and volume |
| | Year 2 Number: Place value Number: Addition and subtraction Measures: Length and mass Graphs Number: Multiplication and division | Year 2 Measures: Money Geometry: Properties of shape Number: Fractions | Year 2 Measures: Time Measures: Capacity, volume and temperature | Year 2 Number: Place value Number: Addition and subtraction Measures: Length and mass Graphs Number: Multiplication and division | Year 2 Number: Place value Number: Addition and subtraction Measures: Length and mass Graphs Number: Fractions | Year 2 Measures: Time Measures: Capacity, volume and temperature |