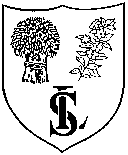
**KEY STAGE 1 LONG TERM PLANNING OVERVIEW**

**YEARLY CYCLE A 2022-2023**

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| **SUBJECTS** | **YEAR1** | | | | | | | **YEAR2** | | | | | |
| **TOPIC:** | **AUT (Discover)**  **On your marks…**  **Get set go!**  **Role Play: Workshop** | | | **SPR (Explore)**  **Extreme Earth Let’s Explore!**  **(Hot/ Cold)**  **Role Play: Travel agents** | | **SUM (Create)**  **Make a Splash!**  **Role Play: Katie Morag’s House. Research Sub** | | **AUT (Discover)**  **On your marks…**  **Get set go!**  **Role Play: Workshop** | | **SPR (Explore)**  **Extreme Earth Let’s Explore!**  **(Hot/ Cold)**  **Role Play: Travel agents** | | **SUM (Create)**  **Make a Splash!**  **Role Play: Katie Morag’s House. Research Sub** | |
| **Trips** | **Amberley Working Museum** | | | **Zoo/ Farm Visit (Tilgate Park?)** | | **Lifeboat Station Beach** | | **Amberley Working Museum** | | **Zoo/ Farm Visit (Tilgate Park?)** | | **Lifeboat Station Beach** | |
| **ENGLISH** | (Fiction)  **Whatever Next?**  Captions and labels  **Gingerbread man/ Gingerbread Man Loose in School**  Retell Story  Traditional Rhymes/ stories  Create a poster.  Days of the week.  **Hare and the Tortoise**  Puppets to retell a story  **Kites Poem**  List poems  Recite a poem | | (Factual)  (Link to History – Changes in living memory and Significant people  **Wright brothers**  Simple Biography  Question writing  **Mrs**  **Armitage on wheels**  Instructions | **Handa’s surprise**  Write a simple recipe.  **Story map**  **Miranda the Explorer**  Plot the sequence of the story-  Recount  GEOG LINK see below  **Shape poetry** | **Dear Polar Bear**  Beg/Mid/End of story  **Narwhal a day in the life of**  Write a factual sentence  **Cuddly Dudley**  Take on the role of a character.    **Lost and Found**  Adapt a story. | **The Lighthouse Keeper’s Lunch**  Instructions  DT – Levers and Pulleys  **Katie Morag: Island Stories**  A story linked to own experiences  **The Snorgh and the Sailor**  Recount story | ***Manfish*** Jacques  Cousteau  Simple Biography    **Flotsam**  A story linked to own experiences  **Storm Whale**  Explore another characters point of view  **Descriptive poetry** | (Fiction)  Talk about a book  Different viewpoints  Gingerbread man  Sequence a Story  Hare and the Tortoise  Write about Personal experiences Mrs  Armitage  on wheels  Use of questions  Whatever Next?  Recite a poem  Write a Poem Kites Poem | (Factual)  Write a narrative  Henry T Ford  Non- Fiction Posters  Dunlop tyres  Simple recount Edit a recount  Wright brothers  (History – Changes in living memory and Significant people) | Recipe Instructions Simple Instructions  Handa’s surprise  Engage with a story  Write a newspaper report  Miranda the Explorer GEOG LINK see below | Character Profiles  Dear Polar Bear    Info text/non-fiction  Narwhal a day in the life of  Penguin’s Progress  Use senses to improve  Cuddly Dudley  Discuss an issue through a story  Lost and Found  Writing about real events (**Titanic)** | **The Light house Keepers Lunch**  DT-Levers and Pulleys Non-fiction text and diagram.  . Use instructions.  Write a  **Katie Morag: Island Stories** Write a leaflet  Geog Link Annotate a map.  **The Snorgh and the Sailor** Start a story influenced by a setting.  Place in poetry. | **ManFish (Jacques Cousteau**) recount in the first person.  **Flotsam** Plan and write a story with beginning middle and end.  **Storm Whale/Grandads Island**  Compare stories and draw conclusions  Have an opinion about characters.  **Poetry**  Learn a poem.  Write own poem and read it aloud.  . |
| **SCIENCE** | **Autumn and Winter**  Characteristics of the seasons  Weather  **Materials**  Identify and name everyday materials | | **Materials**  Compare properties and group.  . | **Winter & Spring**  Characteristics of the seasons  Weather  **Animals and Humans**  Identify animal groups | **Animals and Humans**  Identify parts of the human body and relate body parts to the five senses | **Spring & Summer**  Characteristics of the seasons  Weather  **Plants**  Identify basic structure of flowering plants, incl. trees. | **Plants**  Identify and name common wild and garden plants and trees including evergreen and deciduous | **Living Things**  Explore and compare living, dead and things that have never been alive.  identify and name a variety of plants and animals in their habitats, including microhabitats | - **Living Things**  Habitats and plant and animal adaptations to habitat.  describe how animals obtain their food from plants and other animals, simple food chain, sources of food. | **Everyday Materials**  Identify and compare the suitability of everyday materials. | **Everyday Materials**  Discover how the shape of solid objects changes through manipulation. | **Plants**  Growth of seeds and bulbs.  What do plants need to stay healthy? | **Animals & Humans**  Basic needs of both  How offspring of both grow and compare their growth.  Importance of exercise, eating the right food, and hygiene. |
| **HISTORY** | Time line of transport  (*Changes within living memory*)  Link to Amberly Museum  Links to Art | | Wright Brothers Event beyond living memory |  |  |  | Jacques Cousteau (*Significant People*) |  | - Henry T Ford  (*Changes within living memory*)  Links to Art  Time line of transport  (*Changes within living memory*) |  | - The Sinking of the Titanic (Event beyond living memory |  | Jacques Cousteau (*Significant People*) |
| **GEOGRAPHY** |  | |  | Comparing human and physical Geog – local study Sussex (South Downs) VS Hot location (Uluru (Ayres rock)!)  Name and locate the seven continents and 5 oceans. | Compass Directions & Simple Vocab.-  Locations of HOT and COLD areas relating to Equator and Poles. | Name and locate 4 counties and capital cities of UK using maps and globes.  Katie Morag-Geogrphical language: beach, coast, mountain, valley, town, village, harbour, port, shop  Seasonal weather patterns in UK | Use basic geographical vocab and refer to local and familiar features – eg beach, cliff, forest, mountain ocean etc |  |  | Comparing human and physical Geog – local study Sussex (South Downs) VS Hot location (Uluru (Ayres rock)!)  Name and locate the seven continents and 5 oceans. | Compass Directions & Simple Vocab.-  Locations of HOT and COLD areas relating to Equator and Poles. | Name and locate 4 counties and capital cities of UK using maps and globes.  Katie Morag-Geogrphical language: beach, coast, mountain, valley, town, village, harbour, port, shop  Seasonal weather patterns in UK | Use basic geographical vocab and refer to local and familiar features – eg beach, cliff, forest, mountain ocean etc |
| **COMPUTING** | Basic Skills  Internet safety | | Basic Skills  Beebots | Painting Twinkle Unit | Word processing Twinkle Unit |  |  | Basic Skills | Basic Skills  Barefoot Planning-Alger rhythms |  |  |  |  |
| **ART/DESIGN** | Collage  Paper  Material  Texture  Printing materials  Colour mixing/  Artist: Robert DeLauney | | Sculpture  Clay and paper  **Lets Sculpt (Twinkl) DT lInk** |  | Textiles  Weaving Gods eyes  Colour.  Artist: Miro |  | Drawing  Sketching techniques  Artist: Turner  Painting with water, water colours  : Monet  :Roger Dean | Artist: Robert DeLauney  Printing materials  Colour mixing/  Puppets-Hare and Tortoise | Sculpture  Clay and paper  **Lets Sculpt (Twinkl)** |  | Textiles  Weaving  Twinkl "Fabricate”  Collage  Paper  Material  Texture (see pic below), sillouettes, hot and cold sunsets  Printing with  Vegetables  Everyday materials  Artist: Miro |  | Drawing  Sketching techniques  Seascapes  Roger Dean (fantastical)  Look at Sea tribes/sea nomads  Turner  Magic sand sculptures Painting  With water, water colours  Colour mixing  Monet  Turner  Digital Media |
| **DT** |  | | Build structures, exploring their properties.  Design a moving car | Cooking and preparing food  Tropical Fruit salad (Handas Surprise)  Sweetcorn fritters  Fruit kebabs? | - | Boats?  DT – Levers and Pulleys | - |  | - Build structures, exploring their properties  Design a moving car | Cooking and preparing food  Tropical Fruit salad (Handas Surprise)  Sweetcorn fritters | - | Design and make purposeful appealing product-Boats? | - |
| **MUSIC**  **See Charanga Planning** | Use their voices with expression and creativity  Learning rhymes and chants | | Use their voices with expression and creativity.  Christmas production | Play tuned and detuned instruments  Percussion experimentation  Voices as instruments | Play tuned and detuned instruments  Percussion experimentation  Voices as instruments | Experiment with and create sounds | Experiment with and create sounds | Use their voices with expression and creativity  Learning rhymes and chants | Use their voices with expression and creativity.  Christmas production | Play tuned and detuned instruments  Percussion experimentation  Voices as instruments  (sock puppet voices) | Play tuned and detuned instruments  Percussion experimentation  Voices as instruments  (shadow puppet voices) | Experiment with and create sounds | Experiment with and create sounds |
| **P.E**  **See Val Sabin** | Dance, & Ball Skills | | | Gymnastics, Ball Skills | | Tennis/Multi Skills | Tennis/Multi Skills | Dance, Ball Skills | | Ball Skills, Gymnastics | | Tennis/Multi Skills | Tennis/Multi Skills |
| **R.E**  **See RE MTP** | Power of Prayer.  Prayer Across Different Religions.  Explain the meaning of some religious symbols | | Christmas V Diwali  Describe some of the main festivals of a religion | John the Baptist & Baptism  Things that are important in their own lives.  CHURCH WALK | Story of Moses-His Birth  Relate emotions to experiences of religious figures. | Bible Stories  Calming the Storm  Jesus in the Temple | Basic Teachings of Hinduism  Torah/Synagogue/Food.  Name and describe religious artefacts. | Power of Prayer.  Prayer Across Different Religions.  Explain the meaning of some religious symbols | Christmas V Diwali  Describe some of the main festivals of a religion | John the Baptist & Baptism  Things that are important in their own lives.  CHURCH WALK | Story of Moses-His Birth  Relate emotions to experiences of religious figures. | Bible Stories  Calming the Storm  Jesus in the Temple | Basic Teachings of Hinduism  Torah/Synagogue/Food.  Name and describe religious artefacts. |
| **LANGUAGES** |  | |  |  |  |  |  | French | French | French | French | French | French |
| **PSHE-**  **See Stat RSE** | **Class Charter**  **E-Safety-Internet Safety and Harms •that for most people the internet is an integral part of life and has many benefits.**  **Be Safe: (NSPCC PANTS)** Pupils should know:  what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  •about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  •that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  •how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  •how to recognise and report feelings of being unsafe or feeling bad about any adult  .•how to ask for advice or help for themselves or others, and to keep trying until they are heard.  •how to report concerns or abuse, and the vocabulary and confidence needed to do so.  •where to get advice e.g. family, school and/or other sources. | **Respectful Relationships (Anti Bullying Week) •about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.** | | **Online Relationships (I. Safety Day)**  Pupils should know  •that people sometimes behave differently online, including by pretending to be someone they are not.  •that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.  •the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  •how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  •how information and data is shared and used online. | **Caring Friendships** **Pupils should know**  •how important friendships are in making us feel happy and secure, and how people choose and make friends.  •the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  •that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | **Mental Wellbeing (Mental Wellbeing Week)**•that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  . | **Families and People who care for me**  **P**upils should know  •that families are important for children growing up because they can give love, security and stability  .•the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives**.**  •how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | **Class Charter**  **E-Safety-Internet Safety and Harms •that for most people the internet is an integral part of life and has many benefits.** | **Respectful Relationships (Anti Bullying Week) •about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**  **Basic First Aid**  Pupils should know:  •how to make a clear and efficient call to emergency services if necessary.  •concepts of basic first-aid, for example dealing with common injuries, including head injuries. | **Caring Friendships** **Pupils should know**  •that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never  right  .•how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | **Mental Wellbeing (Mental Wellbeing Week)**•  •how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  •simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests | **Healthy Eating** **Pupils should know**  **•**what constitutes a healthy diet (including understanding calories and other nutritional content).  •the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  **Health and Preventions**  •the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  •about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  •the facts and science relating to allergies  **Physical Health and Fitness**  Pupils should know  •the characteristics and mental and physical benefits of an active lifestyle.  •the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. | **Families and People who care for me**  that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.  •that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  •that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  •how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| **Useful Info** |  | | | [https://s-media-cache-ak0.pinimg.com/564x/85/9b/8e/859b8e5b7fe3ce2bac1bfd71779a882f.jpg](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiPsJeM94HOAhVpJMAKHX82D4YQjRwIBw&url=https://www.pinterest.com/pin/378583912401692179/&psig=AFQjCNH3WAoqg-zLTpY3sG5p-4FZGw30uA&ust=1469100253227518) | |  | |  | | Mrs Armatige  Tortoise and the Hare  Ginger Bread Man  If I had Wings by Pie Corbett | |  | |