**KEY STAGE 1 LONG TERM PLANNING OVERVIEW Cycle B 2021-2022**

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|  | | | | **YEAR 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **YEAR 2** | | | | | | | | | | | | | | | | |
| Discover (History) | | | | | | | | | | Explore (Geography) | | | | | | | | | | | Create (Arts) | | | | | | | | Discover (History) | | | | | | | Explore (Geography) | | | | | | Create (Arts) | | | |
| **TOPIC:** | | | | **AUT**  **Castles in the Sky**  (Arundel Castle Trip) | | | | | | | | | | **SPR**  **Fantastic Forests**  (British Wildlife Centre visit) | | | | | | | | | | | **SUM**  **Once there were Giants Creative Geniuses**  (Horsham Museum) | | | | | | | | **AUT**  **Castles in the Sky**  (Arundel Castle Trip) | | | | | | | **SPR**  **Fantastic Forests**  (British Wildlife Centre visit) | | | | | | **SUM**  **Once there were Giants Creative Geniuses**  (Horsham Museum) | | | |
| **ENGLISH** | | | | **Over at the castle**  Captions and labels  **10 things found in a Princess’ pocket**  List poem  **Arundel Castle**  Simple sentences  Castle leaflets  and guide books | | | | | **Battle of Hastings**  Simple recount  **Home by Carson Ellis**  (History Link  How homes have changed over time)  Factual sentence.  **The Pea and the Princess/Princess and the Pea**  Create a poster, Use describing words in a sentence.  Traditional Rhymes | | | | | **Stick Man/ Where the Wild Things are**  Storytelling  Retell and sequence  **Little red Riding Hood**  Beg/Mid/End of story  Plan Story Map  **Seasons of Trees by Juile Holder (The Works by Pie)**  Learn and recite a poem.  **Trip**  Simple recount | | | | | **Where the Forest Meets the Sea**  Local Area Study/ contrast location  Non-Fiction Booklet    **Tidy by Emily Gravett** Discussing an issue through a story Explore another character’s point of view | | | | | | **Nibbles’ Dinosaur Guide**  Fact page  Write factual sentences  **Jack and the Beanstalk**  Take on the role of a character  **The Giant Jam Sandwich**  Instructions for making a sandwich | | | | **Brunel (BBC Clip)**  Time line of life. Write a simple biography  **Billy Goat’s Gruff/ The Troll**  Adapt a story | | | | **Home by Carson Ellis** info text/non-fiction  **Over At the Castle**  Use of questions  (History Link)  **Arundel Castle**  Simple sentences  Castle leaflets  and guide books  **Battle of Hastings**  Write a newspaper report/ Recount | | | | **The King Who Banned the Dark By Emily Howarth-Booth**  Persuasive writing.  **Princess and the Pea /Pea and the Princess**  Have an opinion about characters Character Profiles  **10 Things found in a Princess Poem**  Write a Poem | | | **Little red Riding Hood (Little Red Reading Hood)**  Different viewpoints  Compare stories and draw conclusions.  Write a story  **Seasons of Trees by Juile Holder (The Works by Pie)**  Recite a poem Place in poetry.  **Stick Man**  Letter writing  **Trip**  Chronological report | | | **SATS**  **Where the Forest Meets the Sea**  **Local Area Study** Non-Fiction Booklet  Annotate a map  **Tidy by Emily Gravett** Discussing an issue through a story | | | **Stone Girl Bone Girl** Write a recount in the first person.    **The Giant Jam Sandwich**  Instructions for making a sandwich  **Nibbles’ Dinosaur Guide**  Fact pages  **The King of all the Dinosaurs by Paul Cookson**  Click to downloadLearn a poem. | | | **Billy Goat’s Gruff/ The Troll**  Plan and write a story with beginning middle and end.  **Brunel (BBC Clip)**  Write a biography/ Newspaper report. |
| **SCIENCE** | | | | **Autumn and Winter**  Characteristics of the seasons  Weather  **Everyday Materials**  Identify and name everyday materials  **Investigation:**  Who can make the tallest flagpole? (Use paper/make stronger etc). | | | | | **Everyday Materials**  Compare properties of materials and classify.  (Link to how houses have changed over time.)  **Investigation:**  Make a new mattress for Princess and the Pea. | | | | **Winter & Spring**  Characteristics of the seasons  Weather  **Animals and Humans**  Identify animal groups (Variation and  Carnivores, herbivores, omnivores)  Life Cycles  **Investigation:**  Animal Poo – which animal eats what? | | | | | | **Animals and Humans**  Identify parts of the human body and relate body parts to the five senses.  **Investigation:**  Senses investigation | | | | | | **Spring & Summer**  Characteristics of the seasons  Weather  **Plants**  Identify basic structure of flowering plants, incl. trees.  **Investigation:**  Design an undiscovered plant | | | | **Plants**  Identify and name common wild and garden plants and trees including evergreen and deciduous  **Investigation:**  Where do daisies grow best in our school grounds? | | | | **Everyday Materials**  Identify and compare the suitability of everyday materials.  **Investigation:** Build the tallest flag pole. | | | | -**Everyday Materials**  Discover how the shape of solid objects changes through manipulation  Compare how things move on different surfaces.  **Investigation:**  Ice investigation | | | **Living Things and their habitats**  Explore and compare living, dead and things that have never been alive.  Identify and name a variety of plants and animals in their habitats,  **Investigation:**  Wormery? | | | **Living Things and their habitats**  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.  **Investigation:** Invent own animal | | | **Animals & Humans**  Basic needs of both.  How offspring of both grow and compare their growth.  Importance of exercise, eating the right food, and hygiene.  **Investigation:**  Grow butterflies? | | | **Plants**  Growth of seeds and bulbs.  What do plants need to stay healthy?  **Investigation:**  Carrot tops investigation |
| **History** | | | | **Arundel Castle**  Significant historical events, people and places in their own locality.  Investigate and interpret the past.  Observe or handle evidence to ask questions and find answers to questions about the past.  Label time lines  Recount changes that have occurred in their own lives | | | | | **Battle of Hastings (Bayeux Tapestry)**  (*Event beyond living memory*)  Describe historical events  Identify some of the different ways the past has been represented.  **Homes over time**  Changes within living memory  Ask questions such as: What was it like for people? What happened? How long ago?  Use artefacts, pictures, stories, online sources and databases to find out about the past | | | |  | | | | | | - | | | | | | **Mary Anning**  Significant individuals in the past who have contributed to national and international achievements. | | | | **Isambard K Brunel**  Significant individuals in the past who have contributed to national and international achievements.  Recognise that there are reasons why people in the past acted as they did | | | | **Arundel Castle**  Significant historical events, people and places in their own locality.  Investigate and interpret the past.  Observe or handle evidence to ask questions and find answers to questions about the past.  Label timelines  Recount changes that have occurred in their own lives | | | | **Battle of Hastings (Bayeux Tapestry)**  Event beyond living memory.  Describe historical events  Identify some of the different ways the past has been represented.  **Homes over time**  Changes within living memory  Ask questions such as: What was it like for people? What happened? How long ago?  Use artefacts, pictures, stories, online sources and databases to find out about the past. | | |  | | | - | | | **Mary Anning**  Significant individuals in the past who have contributed to national and international achievements. | | | **Isambard K Brunel**  Significant individuals in the past who have contributed to national and international achievements.  Recognise that there are reasons why people in the past acted as they did |
| **GEOGRAPHY** | |  | | | |  | | | | | **Stickman**  Seasonal weather patterns in UK  Name and locate 4 countries and capital cities of UK using maps and globes  **Little Red Riding Hood**  Use Aerial images and other models to create simple plans & maps using symbols Compass Directions & Simple Vocab. Human and Physical features. (Link to LRRH) | | | | | | **Where the Forest Meets the sea**  Name and locate world continents and Oceans  Compare local area to a non-European country Fieldwork & Observation Skills to study the immediate environment Use basic geographical vocab and refer to local and familiar features. | | | | | |  | | | | |  | | | |  | | | |  | | | | **Stickman** Seasonal weather patterns in UK  (Name and locate 4 countries and capital cities of UK using maps and globes  **Little Red Riding Hood**  Use Aerial images and other models to create simple plans & maps using symbols Compass Directions & Simple Vocab. Human and Physical features. (Link to LRRH) | | | **Where the Forest Meets the sea** Name and locate world continents and Oceans    Compare local area to a non-European country Fieldwork & Observation Skills to study the immediate environment Use basic geographical vocab and refer to local and familiar features.  . | | |  | | |  |
| **COMPUTING** | | Basic Skills | | | | Basic Skills | | | | |  | | | | | |  | | | | | |  | | | | |  | | | | Using the Internet (Twinkl Unit) | | | | Presentation Skills (Twinkl Unit)  \*English/Hist Link | | | | Preparing for Turtle Logo (Twinkl Unit) | | | Programming Turtle Logo and Scratch (Twinkl Unit) | | | Computer Art (Twinkl Unit)  \*Art link-Digital Media | | | Applying and Using (Twinkl Unit) |
| **ART/DESIGN** | | **Painting and**  **Primary Colours**  Paul Klee  ‘Castle and Sun’  Water colours,  colour mixing. Warm and cool colours  **Drawing**  **Sketching**  techniques  Escher  Portraits - sketching/painting. | | | | - | | | | | **Printing and Rubbings and textures**  Max Ernst  ‘The Entire City’  ‘The Embalmed Forest’  **Sculpture**  **Clay**  leaf print bowls | | | | | | |  | | | | | | **Digital Media**  Artist?  **Textiles**  **Gunta Stolzl**  weaving | | | | | - | | | | **Painting and**  **Primary Colours**  Paul Klee  ‘Castle and Sun’  Water colours,  colour mixing.  **Drawing**  **Sketching**  techniques  Escher  Portraits Still life - sketching/painting. | | | | - | | | **Rubbings and textures**  Max Ernst  ‘The Entire City’  ‘The Embalmed Forest’  **Sculpture**  **Clay**  leaf print bowls | | |  | | | **Digital Media**  Artist?  **Textiles**  **Gunta Stolzl**  ‘weaving | | | - |
| **DT** | | |  | | | | Design and build a bed for a princess or build a castle  select from and use a range of tools and equipment to perform practical tasks.  **-**  evaluate their ideas and products against design criteria.  Design and make purposeful appealing product  and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.  Select from and use a wide range of materials and components,  including construction materials, textiles and ingredients, according to their characteristic | | | | |  | | | | | |  | | | | | | **DT -** Design and make sandwich  .**-** understand where food comes from. | | | | | **Bridges**  **Technical knowledge** Build structures, exploring their properties  To take inspiration from design throughout history-**Isambard K B** build structures, exploring how they can be made stronger, stiffer and more stable- | | | | - | | | | Design and build a bed for a princess or build a castle  select from and use a range of tools and equipment to perform practical tasks.  **-**  evaluate their ideas and products against design criteria.  Design and make purposeful appealing product  and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.  Select from and use a wide range of materials and components,  including construction materials, textiles and ingredients, according to their characteristic | | |  | | |  | | | **DT -** Design and make sandwich  .**-** understand where food comes from. | | | **Bridges**  **Technical knowledge** Build structures, exploring their properties  To take inspiration from design throughout history-**Isambard K B** build structures, exploring how they can be made stronger, stiffer and more stable- |
|  | Use their voices with expression and creativity  Learning rhymes and chants  (Charanga Aut 1) | | | | Use their voices with expression and creativity.  Christmas production | | | | | Play tuned and detuned instruments  Percussion experimentation  Voices as instruments  (sock puppet voices)  (Charanga Spr 1) | | | | | | Play tuned and detuned instruments  Percussion experimentation  Voices as instruments  (shadow puppet voices) (Charanga Spr2) | | | | | Experiment with and create sounds  (Charanga Sum1) | | | | | | Experiment with and create sounds  (Charanga Sum2) | | | | Use their voices with expression and creativity  Learning rhymes and chants  (Charanga Aut 1) | | | | Use their voices with expression and creativity.  Christmas production | | | | Play tuned and detuned instruments  Percussion experimentation  Voices as instruments  (sock puppet voices)  (Charanga Spr 1) | | | Play tuned and detuned instruments  Percussion experimentation  Voices as instruments  (shadow puppet voices)  (Charanga Spr2) | | | Experiment with and create sounds  (Charanga Sum1) | | | Experiment with and create sounds  (Charanga Sum2) | |
| **PE Val Sabin** | Dance & Ball Skills | | | | | | | | | Ball Skills & Gym | | | | | | | | | | | Athletics & Striking and fielding | | | | | | | | | | Dance, Ball Skills, | | | | | | | | Ball Skills & Gym | | | | | | Athletics & Striking and fielding | | | | |
| **RE** | To understand values & choice-**Jonah & the Whale**  To understand practises and lifestyles-Jonah story comes from the bible-Artefacts-The Bible.  SEE RE | | | | To Understand beliefs and teachings-  **Hanukah (Judaism) Vs Christmas (Christianity)**  SEE RE MTP | | | | | To identify things that are important in their own lives- **The Creation Story**  SEE RE MTP | | | | | | New Testament:  **The Easter Story**  **Basic Teachings of Sikhism**  **Festival of Baisakhi (New Year)**  SEE RE MTP | | | | | To relate emotions to religious figures. **The 12 Disciples.**  SEE RE MTP | | | | | | To understand practises and lifestyles-Islam  **Basic Teachings of Islam**  **(Quran, Mosque, Clothing, Festivals)**  SEE RE MTP | | | | To understand values & choice-**Jonah & the Whale**  To understand practises and lifestyles-Jonah story comes from the bible-Artefacts-The Bible.  SEE RE MTP | | | | To Understand beliefs and teachings-  **Hanukah (Judaism) Vs Christmas (Christianity)**  SEE RE MTP | | | | To identify things that are important in their own lives- **The Creation Story**  SEE RE MTP | | | New Testament:  **The Easter Story**  **Basic Teachings of Sikhism**  **Festival of Baisakhi (New Year)**  SEE RE MTP | | | To relate emotions to religious figures. **The 12 Disciples.**  SEE RE MTP | | | To understand practises and lifestyles-Islam  **Basic Teachings of Islam**  **(Quran, Mosque, Clothing, Festivals)**  SEE RE MTP | |
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| **PHSE**  **PSHE** | Class Charter – R&R  E-Safety | | | |  | | | | |  | | | | | | Fairtrade Fortnight | | | | |  | | | | | | My Money Week | | | | Class Charter – R&R  E-Safety | | | |  | | | | Fire Officer visit | | | Fairtrade Fortnight | | |  | | | My Money Week | |
| Feelings  Special People | | | | | | | Types of behaviour  Fair/Unfair | | | | | | | Hurting Feelings | | | | | Co-operative play | | Appropriate & inappropriate touch  Names for body parts | | | | Differences and similarities | | | | Managing feelings  Behaviour | | | | Special People  Hurting feelings | | | | Keeping Secrets  Listening to others | | | Supporting others  Appropriate & inappropriate touch | | | Fair/Unfair  Class debate | | | Differences and similarities | | |
| Healthy Bodies Making Choices | | | | | | | Managing feelings  Personal Hygiene | | | | | | | Secrets and surprises  Spread of infections | | | | | Supporting others  Growing from young to old | | Simple goals Good for our body | | | | Change/Loss  Keeping Safe | | | | Healthy Lifestyle  Making choices | | | | Managing feelings  Personal Hygiene | | | | Taking care of health  Change and loss | | | Growing and changing  Male/Female | | | Setting goals  Medicines | | | Keeping Safe  Helping Others | | |
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